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## ABSTRACT

Project International Emphasis (PIE), a curriculum development effort involving all 24 colleges in the Virginia Community College System (VCCS), focuses on the infusion of globally oriented components across the academic curriculum and in related career development programs. Activities undertaken during the project's first year included an annual institute, the revision of over 200 courses in the VCCS, and the production and distribution of two issues of a PIE newsletter. The bulk of this report consists of a collection of 1990-91 course descriptions/syllabi provided by instructors in the VCCS. Included are the following 21 PIE course modules: (1) African Literature; (2) Cross Cultural Communication; (3) Landscape in Art--Eastern and Western Views; (4) Our Global Home (Biology); (5) The Influence of Diverse Cultures on the Historical Development of Mathematics; (6) Multicultural Perspectives for Human Growth and Development (Psychology); (7) The Open Economy; (8) United States Foreign Policy--Focus on Central America; (9) International Marketing; (10) International Management; (11) Computing in the 1990's, a Look at the Marketplace; (12) The International Nature of the Paper Industry; (13) Environmental Problems; (14) International Impact of Nursing; (15) Mining Electrical and Electronic Control Systems; (16) Minority Career Opportunities and International Implications; (17) Assertiveness Training for the Multicultural Student; (18) Our International Society--Working and Living in a Multicultural World; (19) Developing an International Career Passport; (20) Increase Your Multicultural I.Q.; and (21) Going Global. Brief abstracts of an additional 155 course modules, listing the instructor, college, course title, and discipline; and 1991-92 PIE plans from three colleges are included. (PAA)

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# PROJECT INTERNATIONAL EMPHASIS

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## INTERIM REPORT

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#### FROM THE CHANCELLOR

At the conclusion of its first year of operation, Project International Emphasis can claim a number of highly significant contributions to the education of students in VCCS colleges and to the professional development of these same colleges' teaching faculty and career counselors. PIE, by internationalizing our courses and programs and by updating our staff, is preparing community college education in Virginia for meeting the academic and workplace challenges of the next century. Through the generous support of the State Council of Higher Education, the involvement of all thirty-four VCCS campuses, and the hard work of all PIE participants, Project International Emphasis has gained the notice and respect of international educators nationwide. I am proud to present PIE's Interim Report for your consideration.

David R. Pierce, Chancellor  
Virginia Community College System



## FROM THE STEERING COMMITTEE

Project International Emphasis is making an indelible impact on the 34 campuses of the VCCS. It concludes its first year with a string of success stories that tell the story of change. After all, that's what education is all about: changing behavior.

From the Eastern Shore to the Blue Ridge and all points within the Commonwealth, the message of internationalism, of a global village, is being heard. It is a message that will be amplified many times over in the years ahead.

Won't you join with us to advance this vitally important initiative in the year ahead?

Barbara Guthrie-Morse  
Co-Director  
Northern Virginia Community College

Nancy Sandberg  
Co-Director  
Paul D. Camp Community College

Mary Ruth Cloudsley  
Tidewater Community College

Ann Dolgin  
Thomas Nelson Community College

Elizabeth S. Grizzard  
Northern Virginia Community College

Rita Krasnow  
Virginia Western Community College

Barbara A. Wyles  
Piedmont Virginia Community College

Lois E. Wells  
VCCS Liaison

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## INTRODUCTION

Project International Emphasis is the largest system-wide curriculum development project in the history of the VCCS. It was planned and proposed to the State Council's Funds for Excellence Program by a small group of deans and provosts from VCCS institutions. The timeliness and quality of the proposal is bespoken by the fact that PIE received the largest Funds for Excellence award in the current biennium.

The central goal of Project International Emphasis is to prepare faculty and career counselors at all 34 VCCS campuses to educate effectively our students for life and work in the "global village" and increasingly interdependent world economy of the 1990s. PIE sees the key to successfully preparing our students for these realities to be the integration or infusion of globally-oriented components across the curriculum and in related career development programs. If Virginia is to keep abreast of global developments, faculty in its community colleges must be encouraged to develop international components in occupational/technical as well as transfer curricula and career counselors must revise their job search strategies to include the international dimension.

Project goals are being realized by four means: annual institutes bringing together all campus teams, curriculum development which will ultimately produce approximately 400 revised course syllabi, intraproject communication by means of video and other communications technologies, and dissemination of project materials and resource guides within and beyond Virginia.

By the project's end, every campus will not only have revised its curricula, but will also have produced a "change plan" for international education which will outlive PIE. Additionally, a state-wide VCCS international education consortium will supersede and continue the work of PIE.

This interim report, published at the end of PIE's first year, 1990-91, highlights some of the project's accomplishments. A final report, covering all PIE activities 1990-1992, will be published a year hence.

## **EXECUTIVE DIRECTOR'S REPORT - PIE AFTER ONE YEAR**

The introduction printed above, which may also serve as a statement of purpose for Project International Emphasis, lists four principle means by which PIE is internationalizing existing courses and, additionally, seeking to bring about a complete change of climate on the campuses of Virginia's community colleges, so that not just courses, but also students, faculty and staff, and the campus environments themselves are remade, to some degree, as more globally and internationally aware individuals and institutions. As PIE's first year comes to a close, we may state, with some pride, that project personnel have

- \* held one annual institute (August 1990, Fairfax, VA) and will soon convene our second (July 1991, Portsmouth, VA)
- \* overseen the revision of nearly 200 courses currently taught in VCCS colleges, by the addition of a one-week unit, or module, or internationally or globally focused material
- \* produced a 4-hour resource video cassette and supplied it to all 34 VCCS campuses for use in the classroom and in faculty development and recruitment for the PIE-sponsored process of internationalizing additional courses during academic year 1991-92

- \* published two issues of a newsletter mailed to over 500 individuals in Virginia and nationwide
- \* begun publication of a series of occasional papers, two of which have been issued during 1990-91, with others under development
- \* sponsored our own internal minigrant process designed to decentralize or localize a portion of PIE funds in order to take advantage of the initiative and imagination of our project participants
- \* established a small lending collection of print and video resources for use by project personnel (currently with nearly fifty titles).

Through the diligence of all PIE project participants, our goals are being met and, in many cases, exceeded, and PIE has come to the attention of international educators both within and outside of Virginia. This interim report is our first major effort at dissemination.

## **FUNDING AND SUPPORT**

Project International Emphasis is being implemented primarily through an award of \$308,000 from the State Council of Higher Education for Virginia's Funds for Excellence Program to cover the biennium 1990-1992. Additional funding to supplement the primary award has come from the Virginia Community College System.

PIE has received both financial and consultative assistance from NAFSA, the Association of International Educators, and has received nonmonetary support from many agencies and organizations, including

American Council for International and Intercultural Education  
 Institute of International Education  
 World Food Day  
 Virginia Department of Economic Development  
 Virginia Community College Association  
 Partners for International Education and Training  
 National Geographic Society  
 National Council on US-Arab Relations  
 Embassy of Mexico

In addition to the goals and methodologies above, it should be mentioned that, in its second year, PIE will undertake the following initiatives:

**STATEWIDE CONSORTIUM**--together with four-year colleges and universities within Virginia, PIE, representing the 23-member Virginia Community College System, will help launch the Virginia Council on International Education, which will meet initially in Charlottesville in October 1991; VaCIE is foreseen as one vehicle which will carry forward the impetus created during PIE's two-year lifespan.

**INTERACTIVE TELECONFERENCE**--with the assistance of the Office of Trade Services of the Virginia Department of Economic Development and the Office of the Secretary of Education for Virginia, PIE will produce a real time teleconference, in January 1991, on the theme of the global challenge to Virginia's economy and system of higher education.

**ONLINE MODULE DATABASE**--at the end of its two years, PIE will have overseen the writing of nearly 400 course modules in international education, an amount of text which will approach 5000 pages; in order to make this total amount of curricular material available most efficiently, PIE will, during its second year, produce an online data of all such course modules; the database will be stored and indexed using a Hewlett-Packard Scanjet Plus scanner and Accuscan, an H-P Optical Character Reading (OCR) software system; details concerning availability of the database may be requested from the PIE Executive Director's Office, but it is expected that the entire text will be available, free of charge, either via a set of circulating diskettes or by dial-in to the VCCS mainframe computer in Richmond; in this way, the largest single source of internationally-focused course modules in the nation will be available, free to any user, in whole or in part.

### **PIE AS AN "ACROSS THE CURRICULUM" PROJECT**

PIE shares in this now almost commonplace, though nonetheless effective, methodology, but as a **CONTENT ACROSS THE CURRICULUM** undertaking, as distinct from the **TECHNIQUE** across the curriculum approach of, for instance, the writing across the curriculum movement. There may be those who would argue this point, but I make the distinction to mark off certain curricular and faculty development projects from others.

Among other content across the curriculum projects now ongoing are the Tufts University Environmental Literacy Institute, the New Jersey Multicultural Education Project, headquartered at William Paterson College, and the curricular materials now being produced for use with the World Food Day annual teleconferences. The approach is also shared by other international education curriculum projects, but few of these have had the scale of PIE (34 campus sites, nearly 200 modules in one year), the comprehensive nature (PIE involves both classroom faculty and career counselors at every campus site, working in close coordination with their respective dean or provost to form campus teams), or the breadth of disciplines (PIE's listing of modules has many entries in occupational-technical subjects, and in science and mathematics, as well as the traditionally better represented humanities and social science fields).



## INFUSION VERSUS CURRICULUM-BUILDING

Here I would like to introduce a comparison between PIE's process of infusing existing courses with week-long units or modules of "internationalized" material versus the process of designing, developing, and implementing either individual new courses or sets (a core) of such new courses to achieve the goal of "internationalization" of the curriculum--be it the curriculum of a department, a college, or a set of institutions. The latter approach, I will only say, seems to me fraught with a veritable minefield of hazards along the way to achieving its goal, while the PIE "infusion" approach, through its quieter, and thereby more clandestine, method is vastly more effective. Currently, PIE has achieved the internationalization of nearly 200 courses, which are also now being taught (this after only one year of project activity). Additionally, in year two, another 120-150 courses will be revised.

In year three, then, (after project funding will have expired) over 300 courses will have been internationalized, across an entire statewide set of postsecondary institutions, in a coordinated fashion, with the resulting revised syllabi and course modules available for examination by anyone interested in evaluating or replicating PIE. Thus, too, over 300 faculty will have undergone a process of development and (hopefully) renewal.

Finally, the total of students who will have experienced at least one of these revised, internationalized courses I put conservatively at approximately 20,000--with the prospect of an additional 10,000 to 15,000 students per year being taught in these courses for as long as they are offered. After five years, then, (the two project years plus the next three) approximately 50,000 (conservatively) students and faculty members will have been affected by PIE, at the cost of roughly \$5.00 apiece, certainly a cost effective figure.

## CONSORTIAL UNDERTAKINGS

In a variety of ways, PIE is seeking to embed itself and its activities in alliances and organizations which preceded or will supersede it. A member of PIE's steering committee, Dr. Barbara Guthrie-Morse, sits on the executive board of the incipient Virginia Council for International Education, an organization of two- and four-year colleges and universities which will commence annual meetings in the fall of 1991.

The Virginia Community College System, at the direction of its chancellor, Dr. David Pierce, is currently convening a task force on international education, which will have significance, whatever its recommendations, for the future of PIE's goals and activities.

The Virginia Community College Association's fall 1990 program included two PIE-sponsored panel discussions, one concerning internationalizing courses and the other internationalizing the campus environment. The VCCA Board recently agreed to host, on an annual basis and jointly with its own annual meeting, a gathering of Virginia community college international educators and to include program offerings of interest to such a group. The fall 1991 VCCA program, for instance, will include a session on world literature chaired by Dr. Samuel Olorunto, Professor of English and PIE representative from New River Community College.

Perhaps the most significant Consortial initiative for international education during PIE's first year was the formation of the Southwest International Exchange (SIE), under the leadership of Katherine Foreman, Professor of English at Virginia Highlands Community College, and Celeste Makrevis, Professor of Nursing at Dabney Lancaster Community College. SIE is an organization of PIE representatives and other interested parties from seven of the westernmost Virginia community colleges: Dabney Lancaster, Virginia Western, New River, Wytheville, Virginia Highlands, Mountain Empire, and Southwest Virginia Community Colleges. Already, SIE has held fall 1990 and spring 1991 meetings, the latter in conjunction with VPI's annual international week. The energy and cohesion of the SIE colleges has been an unanticipated but welcome outcome of PIE, and may point the way for other regional Virginia consortia.

### PIE MINIGRANTS

In a competition open to all Virginia Community College System campuses, PIE made nine awards for projects designed to encourage certain campus, college, or multicollege efforts to foster global and international education.

A multicollege award was made to Germanna, Lord Fairfax, and Northern Virginia Community Colleges to underwrite the costs of a day of meetings with Washington, DC agencies active in international education and training. PIE representatives from all three colleges met in the morning with program officers at the USDE Center for International Education, and with a representative of FIPSE, after welcoming remarks from John Alexander, Director of the CIE. The CIE annually makes grants totaling over \$29 million in such subprograms as undergraduate and language studies, business and international education, and group projects abroad. An afternoon session was held at the headquarters of Partners for International Education and Training, the largest contractor in the field of linking educational institutions with project activities of the Agency for International Development.

Thomas Nelson Community College received funds to support its effort to involve faculty members of the Engineering Technologies Division in ongoing internationalization of the curriculum activities. At one program session, Dr. David Lee, Director of Engineering and Technology for German-owned Siemens Automotive, addressed the TNCC faculty on the subject of ways in which globalization has affected his company and the relevance and importance of globalization for our students about to enter the workplace.

At Lord Fairfax Community College, PIE funds helped underwrite that college's first annual Global Awareness Day. Displays and an international buffet were featured and several speakers presented a perspective on other nations. Included were Dr. and Mrs. Nicolai Beloozerov (speaking on the USSR), Rabbi Milton Richman (Israel), and Ms. Leen Nucklos, an LFCC student (Belgium). The keynote address was given by Robert Burastero, Regional Director for Asia, Africa, and the USSR at Project Hope.

The Southwest International Exchange received funds to partially defer expenses for one of their conferences bringing together representatives of all seven institutions.

Awards for internationally-focused projects were also received by the Woodbridge Campus of

Northern Virginia Community College, Germanna Community College, New River Community College and Piedmont Virginia Community College.

## PRESENTATIONS ABOUT PIE

During 1990-91, a large number of PIE representatives took part, in one or another forum, in dissemination efforts on behalf of our project, and several such presentations have already been scheduled for 1991-92. The following partial list of such presentations, with thanks to all involved, is offered to demonstrate PIE's commitment to dissemination of its methodologies and product:

Virginia Community College Association, Annual Meeting, Richmond, October 1990.

Charles Bates	PDCCC
Robert Kilmer	NVCC
Claire Robinson	JSRCC
Sarah Somerville	GCC
Joyce Wood	NVCC
Nancy Sandberg	PDCCC
Elizabeth Davis	DSLCC
Terry King	DSLCC
Celeste Makrevis	DSLCC
Donald Grubb	NVCC
Wyatt McGinnis	NVCC
Barbara Guthrie-Morse	NVCC
Beverly Blois	NVCC

Virginia Council for International Education, Organizational Meeting, Charlottesville, November 1990.

Barbara Guthrie-Morse	NVCC
Beverly Blois	NVCC

National Demonstration Project, Annual Meeting, Richmond, March 1991.

Barbara Wyles	PVCC
Mary Walsh	PVCC
Elizabeth Grizzard	NVCC
Beverly Blois	NVCC

National Association of Small Business International Trade Educators, Annual Meeting, Baltimore, April 1991.

Joyce Wood	NVCC
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American Council for International and Intercultural Education, Annual Meeting, Kansas City, April 1991.

Celeste Makrevis	DSLCC
Mary Walsh	PVCC
Barbara Guthrie-Morse	NVCC
Beverly Blois	NVCC

Institute of International Education-Embassy Attaches Seminar, Washington, DC, May 1991.

Elizabeth Grizzard	NVCC
Barbara Guthrie-Morse	NVCC
Nancy Sandberg	PDCCC
Beverly Blois	NVCC

Virginia Business Development Center - Virginia State University, Workshop, Petersburg, May 1991.

Wyatt McGinnis	NVCC
Joyce Wood	NVCC
William Pogue	ESCC
Beverly Blois	NVCC

Upcoming:

Virginia Community College Association, Annual Meeting, Richmond, October 1991.

Samuel Olorounto	NRCC
Beverly-Lynne Aronowitz	JSRCC
Ronald Carter	RCC

Virginia Council for International Education, Annual Meeting, Charlottesville, October 1991.

Barbara Guthrie-Morse	NVCC
Nancy Sandberg	PDCCC

NAFSA-Association of International Educators, Annual Regional Meeting, Baltimore, November 1991.

Elizabeth Grizzard	NVCC
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Nation: Council of Teachers of English, Annual Meeting, Seattle, November 1991.

Beverly-Lynne Aronowitz	JSRCC
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## **ABSTRACTS AND MODULES**

The bulk of this interim report is comprised of abstracts for all modules written so far and publication, whole, of over twenty complete modules. Where only the contact information is given, the module arrived without an abstract, though in some such cases the module's goals are printed in lieu of the abstract. An index of all modules, by discipline, follows the abstract listing.

Complete modules published here were chosen to reflect a wide range of disciplines and, in some cases, the variety of ways in which the authors approached their task. Interested readers are invited to contact the individual authors or the PIE Office for further information about either individual modules or the process whereby they came to be written.

## **CHANGE PLANS**

In order to embed PIE's curriculum change and faculty development activities in the life of each of the thirty-four VCCS campuses, each campus team, working with their respective dean or provost, produced a change plan document at the outset of the 1990-1991 academic year. These documents were intended to reflect, in part, ongoing and/or currently feasible plans and activities and, additionally, were to outline certain other undertakings feasible only with additional financial or staff support. In some cases PIE was able, through its minigrant process, to partially fund some of these otherwise infeasible projects. Three exemplary change plans are included in this interim report.

During 1991-1992, PIE campus teams will be asked to construct an indicative, five-year change plan, to cover the period 1992-1997. These documents will serve as a road map for the further internationalization of VCCS campuses after the expiration of Project International Emphasis, and may provide some direction for the efforts of the Virginia Council on International Education, the VCCS International Education Task Force, and the other consortial undertakings which will supersede PIE.

It has been a distinct privilege and pleasure to administer Project International Emphasis during its first year. I look forward to continued association with PIE's dedicated personnel and to the accomplishment of our goals for our second year, and I would like to thank the State Council for Higher Education and the Virginia Community College System, without whose dual commitment to PIE none of our endeavors would be feasible.

Beverly Blois  
Executive Director



**PROJECT INTERNATIONAL EMPHASIS  
PARTICIPANTS, 1990-1991**

<u>COLLEGE</u>	<u>FACULTY/DISCIPLINE</u>	<u>COUNSELOR</u>
Blue Ridge Community College	Max Couchman Biology	Emily Sterrett
Central Virginia Community College	Ted Garman Economics	Mary Ann Vogt
Dabney Lancaster Community College	Celeste Makrevis Nursing	Elizabeth Davis
Danville Community College	Thomas Cannon CIS	Kenneth Helm
Eastern Shore Community College	William Pogue Business Mgt.	Bryan Smith
Germanna Community College	Gayle Wolfe Psychology	Sarah Somerville
J. Sargeant Reynolds Community College	Lois Bradley Business Mgt.	
	Gloria Hsu HRIM	Erlene Carter-Dabney
	Beverly Aronowitz English	Claire Robinson
John Tyler Community College	Lawrence McLaughlin Geography	Robert Tutton
Lord Fairfax Community College	Arlene Keifer Business	Julie Jones
Mountain Empire Community College	Wendell Fowler Mining	Allen Duffield
New River Community College	Samuel Olorounto English	Dale Conrad
Northern Virginia Community College	AL Joyce Wood Business Mgt.	Bernadette Black

<u>COLLEGE</u>		<u>FACULTY/DISCIPLINE</u>	<u>COUNSELOR</u>
Northern Virginia Community College	AN	Virginia Ward German	Wyatt McGinnis
		Don Grubb Adm. of Justice	
	LO	Hashem Anwari CIS	Helen Ross
	MA	Vme Edom Smith Sociology	Barbara Laime
	WO	Robert Kilmer English	Ellen J. Fancher
Patrick Henry Community College		Kenneth Edwards Business	Cheryl Joyce
Paul D. Camp Community College		Chuck Bates Drafting	Alan Harris
		Bob Tureman CIS	Christopher Smith
Piedmont Virginia Community College		Rebecca Thomas French	Mary Tucker Walsh
Rappahannock Community College		Ronald Carter English	Janet Gay
		Paul Kelley Drafting/Design	
Southside Virginia Community College		Jerry C. Chaney Business	Barbara Hammer
Southwest Virginia Community College		Elizabeth Smith Foreign Languages	Diana Newman
Thomas Nelson Community College		Anne Dowd English	Pamela Turner
Tidewater Community College		Kathleen O'Connor English/For. Lang.	Patsy Moore- Talbot

<u>COLLEGE</u>	<u>FACULTY/DISCIPLINE</u>	<u>COUNSELOR</u>
	Phillip Thompke History	Alison Harwell
	Barbara Hund English	Randy Shannon
Virginia Highlands Community College	Kate Foreman English	Alma Rowland
Virginia Western Community College	Rita Krasnow Sociology	Dale Furbish
Wytheville Community College	Ronald Larson Sociology	Bobby Horton



## **COURSE MODULES**

## African Literature: A Module

For use in English 251: Survey of World Literature; 1990-91 and 1991-92

### Abstract

This module, based on Things Fall Apart (a Nigerian novel), is designed to study a non-Western literary selection. Principles of literary criticism are used to give the student an understanding of traditional life in Eastern Nigeria before, during, and after the establishment of the British rule.

Things Fall Apart is the first of a trilogy, which includes No Longer at Ease and A Man of the People. Students will study the other two novels for their personal writing projects. Things Fall Apart shows the coming of the British rule to Eastern Nigeria; No Longer at Ease portrays a member of the first generation to be educated in British institutions; and A Man of the People ends the historical progression with the establishment of party politics in the modern society that has emerged. The trilogy gives us a picture of how a well-organized society has been transformed from its simple way of life to Machiavellian party politics, imbued with indulgence in materialism, corruption, and dishonesty. The narrators in the trilogy give the reader a panoramic view of the society's evolution from tranquil to chaotic life, from simple to sophisticated human relationships, from definite beliefs to pragmatic calculations.

It is important that the student see in Things Fall Apart minor episodes that foreshadow the conflicts in No Longer at Ease and A Man of the People.

**Instructor:** Dr. Samuel B. Olorounto, Associate Professor of English  
Division of Arts and Sciences  
New River Community College  
Dublin, Virginia 24084

**Objective:** The implementation of this module will lead the student to:

1. Identify Chinua Achebe as a Nigerian novelist who wrote about the consequences of the encounter between the Igbo people and the British imperialism in Nigeria in the nineteenth century.
2. Study Achebe's trilogy: Things Fall Apart, No Longer at Ease, and A Man of the People.
3. Examine the protagonists' ethical principles as a microcosm of the ethos of Igbo society and world view.
4. Understand Umuofian religious beliefs, language, social life, and attitude toward the British incursion into their territory.

5. Evaluate the methods used by the British to become involved in Umuofian social and political lives.
6. Analyze Achebe's attitude toward the process of the cross-cultural encounter among the Igbos in Things Fall Apart.
7. Evaluate the consequences of cross-cultural encounter between the British imperialist agents and the people of Umuofia.
8. speculate into the human dimensions of Things Fall Apart from the protagonist's perspective.
9. Be familiar with the inception of European influence on modern African culture and people.

### **Instructional Strategy**

For effective understanding of the trilogy, the following methods of instruction may be used in three sessions.

#### **I. Lecture**

The teaching of the trilogy should be supplemented with physical and political geography of Africa, the nineteenth-century history of British imperialism in Nigeria, and anthropology of traditional and modern Igbo ways of life. For the brevity of time, these aspects of the novels should be summarized for students after they have read them and before they begin extensive analyses, interpretations, and evaluations. The students who will later present papers on the novels may use secondary sources as aid to their opinions. Above all, attempt will be made to differentiate between fiction and reality--the historical Igbos of eastern Nigeria and the Umuofians of Things Fall Apart, the British imperialism in Nigeria and fictional British agent.

#### **II. Small Group Discussion**

The in-depth study of the trilogy should be organized in such a way that the class is divided into groups and each group receives an assignment. The group leader coordinates the activities of the group. Members of the group may divide their tasks into various topics and discuss them among themselves before the group leader presents the results of their assignments to the whole class. See the Units below for how topics might be divided among group members. Topics may include the setting, the author, the conflict in the novels, the world view of the protagonists, and resolutions of conflicts.

### III. Whole Class Discussion

During the general discussion, group leaders present the topics assigned to them and the dominant views expressed on each topic. Attempts should be made to present views point by point to make notetaking easier for others. Also, individual class members who have volunteered to research topics or themes in the novels get five to ten minutes for presentations.

## Study Units

Unit I. Igbo Traditional Culture in Things Fall Apart.

Unit II. The Establishment of British Imperialism

Unit III. The Reaction of Igbo People to the British Imperialism as portrayed in the protagonist's actions.

**Unit I: Igbo traditional Culture as Portrayed in Things Fall Apart.**

#### A. Beliefs and World View

1. The gods and the seasons
2. The notion of a "scapegoat" ("The lamb of God who takes away the sins of the world.")
3. Human sacrifice to the gods.
4. Belief about twins.
5. The "Ogbanje" children
6. Ancestral worship.
7. Religious festivals and ceremonies

#### B. Social Life

1. Hard work and material success defines social status.
2. wrestling as a symbol of the social spirit that shapes one's view of life.
3. Taking a chieftaincy
3. Polygamy
4. Story-telling as a form of educating the young.
5. The principles of crime and punishment.

#### C. Political life.

1. Democratic consultation based on tradition
2. Democratic participation based on age.

**Unit II. The Establishment of British Imperialism in Umuofia.****A. The process of imperialism**

1. The imperialist principle of divide and conquer
2. Exploiting inter-ethnic conflict to impose political control

**B. Arrival of Christian missionaries and the preaching of submission to an alien god.****C. European unwillingness to understand or appreciate Umuofian culture****D. Force and Violence by the British.****Unit III: The Reaction of Umuofians to Imperialism****A. Division among the Umuofians.****B. Social outcasts or minorities welcome the British imperialism.****C. Okonkwo's son joins the Christians.****D. Okonkwo, the protagonist, defies the British imperial authority and is imprisoned.****E. Okonkwo commits suicide rather than surrender to the British.****Suggestions for Essay and Discussion Topics****Definitions**

Students should make a list of difficult words in the trilogy and find their definitions. They should define important terms and expressions: African literature, Things Fall Apart, imperialism, literary criticism, trilogy, Geography of Nigeria, Igbo, harmattan, Niger River, Bight of Benin, missionary, animism, polygamy, ancestors worship, masquerade, foreigner, William Butler Yeats.

**Topics and Questions for Essay Writing**

1. What is the attitude of Umuofians toward the Christian missionaries?
2. What do you consider to be Okonkwo's weaknesses?
3. What do you consider to be Okonkwo's moral strength?
4. How does the story of Ikemefuna help us to understand Okonkwo's view of life?

5. How does Okonkwo's attitude toward and treatment of his father, wives, children, and other people who are close to him help the reader to anticipate his reaction to the British agent?
6. Compare the major theme of William Butler Yeats' "Second Coming" and that of Chinua Achebe's Things Fall Apart.
7. Explain cultural misunderstanding in Things Fall Apart.
8. What is the impact of Okonkwo's seven-year absence on Umuofia?
9. Okonkwo's defense of a way of life fails and a new order emerges.
  - (a) Is the new order progress or a setback for the Umuofians?
  - (b) What does the fall of Okonkwo symbolizes, if anything?
10. Basing your opinion on current actions of Nwoye's generation, predict the future of Umuofian society.

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CROSS CULTURAL COMMUNICATION \*  
FOCUS ON GLOBAL BUSINESS IN CENTRAL EUROPE--  
ESPECIALLY CZECHOSLAVAKIA AND GERMANY

A Module for the Undergraduate Oral Communication Course,  
 Speech 105, with Possible Applications for Other Speech and  
 Business Courses

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MODULE CONTENTS OF CROSS CULTURAL COMMUNICATION

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# 1. BRIEF DESCRIPTION OF THE INTERNATIONAL CURRICULUM MODULE

This component is a module designed for use in an oral communications course (Speech 105) that combines information about communication with the practice of communication. The focus of the course is on human interaction rather than on skills of platform speaking. Information about communication includes such topics as: Importance of Communication in Today's World (e.g. in conversation techniques and group communication skills), Perception, Symbols and Meaning, Nonverbal Communication, and Negotiating Styles.

The purpose of this component is to create an awareness of the importance of positive cross-cultural behavior when one is communicating outside the United States or interacting with a visitor from overseas. It is to build a sensitivity to cultural differences and nuances as well as an appreciation and understanding of these differences. To make this module more relevant to the community college students, this component will focus on the global marketplace.

I suggest using this international curriculum module in two ways.

- A. Infuse the suggested cross-cultural ideas and anecdotes in the appropriate topics throughout the semester course.
- B. Assign an individual, student oral presentation. Specify the project will focus on Central Europe, either Czechoslovakia or East Germany. (You may wish to focus on two other countries by obtaining appropriate fact sheets and materials.) This part is proposed for one week (3 class hours) in a semester course, preferably after the weeks covering non-verbal communication and the material on negotiating styles (possibly in the 13th or 14th weeks).

This two-part strategy will aid the students understanding in these ways. By infusing (through information and discussion) relevant cross-cultural ideas into appropriate topics, students will realize its growing importance in today's world of communication. In assigning a specific project (doing research and practicing oral presentation skills), students will apply these cross-cultural ideas to practical business situations.

## II. LEARNING OUTCOMES AND OBJECTIVES FOR THE MODULE

The primary outcomes and objectives are:

1. To increase sensitivity to the growing importance in understanding similarities and differences among cultures in communicating with people both in the United States and overseas.
2. To become aware of how knowledge of Central Europe (specifically Czechoslovakia and East Germany) will result in more positive business relationships. This includes the cultural and language factors influencing communication, especially the non-verbal aspects.
3. To seek ways to apply this knowledge in work and social relationships.

The first outcome might be implemented by using the suggested anecdotes, humor, and cultural ideas in the varied topics and communication skills throughout the semester.

The second and third outcomes may be realized with the specific, student oral project.

### III. TEACHING STRATEGIES FOR THE CROSS CULTURAL MODULE

This module is intended to both provide information to the students as well as help them develop their oral communication skills. It involves lecture inserts (cross-cultural information and anecdotes), video and film viewing, and an individual student oral presentation. For comparative purposes, when data is provided on the two focus countries, parallel information will be provided on the United States.

A variety of teaching strategies is suggested such as:

- Reading materials focused on cross cultural sources and Central Europe data, especially Czechoslovakia and East Germany (See attachment C.)
- Lecture/discussion inserts of anecdotes and cross-cultural ideas in the appropriate topics (See attachment A.)
- Small group discussions about the **issues** using the inserts and bibliography as sources (See attachment D.)
- **Slide presentations** such as Meaning is in You. Not in the Words and **videos** such as Bridging the Cultural Gap and videos on Central Europe
- Sharing of students individual projects with five minute oral presentations to the class (See attachment B.)

This multi-faceted approach will aid the student in gaining global knowledge and in **relating** it to intercultural communication.

#### IV. EVALUATION OF STUDENT PERFORMANCE

This module is intended as an integral part of the oral communications course. It is designed with the purpose of the course in mind: to combine information about human communication with the practice of communication skills. The points earned for performance in this module (30%) will be totalled with all others from the course to determine the overall grade.

Although each student will do an individual oral project, they will be responsible for the common experience of the class presentations. In addition, students will be rated on attendance and contributions in discussion, and a situational quiz on the Czechoslovakian and East Germany materials.

Evaluation might be as follows:

PARTICIPATION IN GROUP DISCUSSIONS- As the cross-cultural information is infused into group discussions of relevant topics, the teacher may wish to rate each student on a 1--5 scale for a participation grade. (5%)

SITUATIONAL QUIZ ON READING- A quiz on the background data and culturgrams of Czechoslovakia and East Germany might be given using thoughtful situational questions. (10%) e.g.

-You are Dr. Bob Brown and you are meeting the Czechoslovakian Ambassador to the U.S., Rita Klimova. Who shakes hands first?

-If you are invited to the home of G.D.R.'s Minister for Foreign Affairs, what gift might be appropriate to take and should it be wrapped? What does G.D.R. mean?

-In Czechoslovakia would you expect "toasting" to only be a part of a formal dinner?

INDIVIDUAL PROJECTS-Each student selects a project (See assignment selections) about Week 7 and writes a paragraph description for review by the teacher. The teacher may aid the student with suggested ideas and resources. The student would do the research and be prepared to share the project with the other students. The students oral presentations might be scheduled for Week 13 or 14. (Research 10%. Oral Presentation 5%)

## V. CONTRIBUTIONS TO INTERNATIONALIZATION OF CURRICULUM

This module can contribute to the internationalization of the curriculum in two significant ways.

- Build an awareness as well as emphasize the importance of cross cultural communication in today's workplace. A sensitivity to other cultures and ways of communicating can enhance the student personally in his/her job as well as aid in global understanding between peoples.
- Aid the student to understand that cross cultural communication is part of other disciplines such as language, sociology, psychology, history and economics.

Parts of this module may be used by teachers in other college divisions such as in courses in the business, social sciences, language and humanities departments.

This module is especially practical: parts can be infused easily into courses to give them that vital dimension -- how knowledge is applied in the everyday communication world.

## VI. PLANS FOR DISSEMINATION OF THE MODULE

This module will be implemented and disseminated in a variety of ways. It will first be used during the 1990-91 academic year in the author's oral communication course. It might also be used by other faculty on the Tidewater Community College campuses and others in the Virginia Community College System who teach the same course.

In addition, the author plans to use the module as an example in doing workshops on internationalizing the curriculum, a proposed activity on the Portsmouth campus of Tidewater Community College. This project will aid the implementation of the goals of the two-year Project International Emphasis in the Virginia Community College System.

## VII. ABOUT THE AUTHOR

Barbara Maurer Hund has been a faculty member in the Virginia Community College System since 1976. She currently teaches speech, English and broadcasting at the Portsmouth Campus of Tidewater Community College. She has an Ed.D. in Higher Education from The College of William and Mary where her dissertation researched distance learning and higher education--especially in state-wide policy and coordination for continuing education. Her other interests include cross cultural communication, writing and production in educational television and social issues in broadcasting.

Dr. Hund has been active in the campus International Education Committee and this year is the chairperson. She has been a participant in Tidewater Community College grants for internationalizing curriculum: East Asian Seminar (1988) and Eastern Europe Seminar (1990). In 1988-'89 she took a leave from Tidewater Community College to teach as a foreign expert at Beijing Broadcasting Institute in China (students are both undergrad and grad). This summer, 1990, she was a participant in The First Sino-American Conference on Women's Issues and in a post-educational exchange to Xian, Chongching, Wuhan and Shanghai.

Besides international education she is committed to interactive distance learning. She has been a member of the State Task Force to Develop a Plan for Instructional Communications Capability for the VCCS, and chairperson and member for the campus Learning Resource Committee. She has been a moderator for a Tidewater TV show, "Spotlight on Hampton Roads" which was conceived, written and produced by Tidewater Community College students.

Besides community activities her professional activities include membership in the Commonwealth and National American Women in Radio and Television and in the Virginia Community College Association.



## ATTACHMENT A. \* CROSS-CULTURAL IDEAS AND ANECDOTES- SUGGESTIONS ACCORDING TO TOPICS

### LEARNING WHAT IS MEANT BY CROSS-CULTURAL COMMUNICATION

I. Concentration is on developing an appreciation for other cultures. A first step is being aware of what American culture is and how it is perceived by others. (Refer to Beyond Culture by Edward T. Hall.)

A. What is CULTURE? (Refer to Beyond Culture, by Edward T. Hall.) Briefly, culture consists of the abstract values, beliefs, and perceptions of the world that lie behind people's behavior, and which that behavior reflects. These are shared by the people in a society, and when acted upon, they produce behavior considered acceptable within that specific society. Cultures are learned, largely through the medium of language and the parts of a culture function as an integrated whole.

B. What is American? The first step to understanding another culture is understanding your own. (Refer to Hidden Differences by Hall.) Hall says the single greatest barrier to business success is the one erected by culture. Each culture has a hidden code of behavior that can rarely be understood without a code breaker. Even though every culture is experienced personally- even though a few individuals see its commonality-it is a shared system. Members of a common culture not only share information, they share methods of coding, storing, and retrieving that information. Some 80 to 90 percent of the significant features of a culture are reflected in its nonverbal messages. These are usually taken for granted and transmitted unconsciously. Nonverbal messages are highly situational in character. Furthermore, the meanings of such messages are unique to each culture and often are charged with emotion. (Note book Do's and Taboos of Hosting International Visitors, Chapter 2 "How Others View Americans.")

II. What are important issues in cross-cultural business communications?

A. Most business persons agree that the biggest problem is language. Many people will not admit that they don't understand each other. Or they have difficulty in understanding because you speak too fast, unclearly, in an accent they haven't heard, or you use unfamiliar idioms.

B. Give and get good information. Wherever you go, watch how the local people who are respected get information from one another and how they try to get it from you. e.g.

1. Know where information flows. e.g. In Japan it is standard practice to drink after work. This is where the problems of the day and personal feelings can be safely aired over a bottle of sake. It is important as any staff meeting.

2. Don't go straight to the point. In the West we try to get a deal; others try to know us. Cross-cultural consultant George Fenwick says, "If we want to communicate with people, we have to understand the patterns of their thinking, and we can get glimpses of that by looking at the way they talk." e.g. When Americans talk, they take the most direct route. Arabs talk about other things before business. Europeans don't go straight to the point either. Some Africans complain that Americans have an "espionage mentality," asking for detailed information.

3. Know the context to know the meaning. Anthropologist Edward Hall classifies some cultures "low context" cultures, such as Germany and Switzerland, where information is explicit and words have specific meaning. "High context" cultures, such as those in Asia, the Middle East and Africa, use inexact language with information exacted more from their environment and situation. (Note Hall's book Beyond Culture, Chapters 6 and 7, "Context and Meaning" "Contexts. High and Low.")

4. Be sensitive to non-verbal communication such as silences, body language, general protocol, appointments/punctuality, and hospitality/gift giving and receiving. (Refer to Do's and Taboos Around the World, 2nd Ed., edited by Roger E. Axtell.)

5. In negotiating, create deals which benefit both parties. Remember to establish a relationship. Without a relationship, you have no deal. (Note "How to Win in Global Negotiation" ideas.)

2/2/2000 1:10:00 PM  
 NOTES: JOHN W. OTIS, DIRECTOR  
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Edward Hall identifies the following as critical in communicating cross cultures:

Fast and slow messages: finding the appropriate speed

High and low contexts: How much information is enough?

Space: invisible boundaries - territoriality, personal space

Time: Time as structure— monochronic and polychronic time, relation between time and space, polychronic time and information, time as a measure of competence, past and future-oriented countries.

Time as communication— tempo, rhythm, and synchrony; scheduling and lead time; the importance of proper timing and appointments and keeping people waiting.

Information flow: is it fast or slow and where does it go?

Action chains: The importance of completion.

Interfacing: Communicating one on one.

#### IV. NEGOTIATION How to win in foreign negotiations.

**Vignette:** The Koreans were thoroughly prepared — every word out of their mouths was uttered according to strategy. The Americans, on the other hand, went into each negotiation expecting to "play it by ear." With scant preparation or team coordination, they stood little chance against the foreign opposition which know so much about them and had so carefully planned for the negotiation.

*In international business, a lot rides on the success of negotiations. Anyone doing business abroad should know how the local people bargain and when to call in a professional. Home or abroad, negotiation is not a game requiring mere skill but an art requiring forethought, imagination and strategy as well as skill.*

Negotiators who have worked abroad agree: the international arena is no place for amateurs or slow learners.

**Before the Negotiation** What you do before the negotiation starts is as important as what you do during the negotiation. The real art of successful negotiation is in the preparation.

1. *Make sure that what you are negotiating is negotiable.* Some things are non-negotiable. Ex: The Americans have a preconceived notion of how much time is needed to manufacture a particular product; the Chinese simply will not meet the deadline even if they have agreed to it.

2. *Define what "winning" the negotiation means to you.* Skilled negotiators explore almost twice as many options for action than others. Think through all the variables that will affect the deal—price, quality, quantity, timing, means of delivery, warranties, costs, terms of payment, labor arrangements, inspections, and so on. "Standard business practices" vary around the world. Take nothing for granted.

Be ambitious but set a realistic walk-away. Americans lose because their proposals start too close to the goal, without enough room for numerous concessions. No deal is better than a bad deal.

3. *Get the facts.* Just as important as understanding the other side is understanding your own organization, management goals and negotiation parameters.

4. *Have a strategy for each culture and each phase.* Your first strategic decision should be how to position your proposal. In negotiating, as in marketing, it is important to influence how the other side perceives your proposal, particularly relative to all other competing options. Richard Pascale of Stanford Business School says: "People rarely negotiate on the basis of price alone. . . The ability to create deals which benefit both parties is where the action is in international negotiations.

Second, decide whether to be competitive (win-lose) or cooperative (win-win). Remember, in most cross-cultural negotiations you are not just negotiating a deal but negotiating a relationship.

Third, set your opening offer. Opening proposals are an important signal to the other side. The foreigner is always more interested in you than in your product or project, so make your opening bid inspire respect and trust. We as Americans tend to focus on the product not on the people.

In China the negotiator is likely to be a professional whose only job is to negotiate.

Fourth, plan to control your concessions. Keep in mind compromise may have different meanings. In Persian, the word does not have the English meaning of a midway solution which both sides can accept, but only the negative meaning of surrendering one's principles.

5. *Send a winning team.* Don't go alone. Always have your own interpreter. Exclude lawyers and accountants from the negotiating team. Many foreigners snicker at us for relying on the law when we should rely instead on religion, humanity or common sense. American lawyers tend to negotiate contracts when the foreigners are negotiating a relationship.

In some cases, use a go-between. The go-between can give you the "real" situation. For example in telling you that in Japan you know you have a deal when you are told the name of the man who is going to pick up the goods that you are selling.

Don't change negotiators in midstream.

6. *Allow yourself plenty of time, and more.* Americans go into negotiations with an eye to the end result; our orientation is toward an outcome. Most other cultures are oriented to the process of the negotiation itself, thus they feel no sense of rush and have infinitely more patience.

Never tell the other side when you are leaving.

## Beginning the Negotiating

7. *Make the opening scene work for you.* 4()

12. *Go behind the scenes—that is where minds are changed.*

13. *Give face.* The successful international negotiator will carefully avoid making people uncomfortable.

14. *A deadlock means neither side wins, but both may lose.* Some negotiators suggest breaking a deadlock by adding to the tension level, however, these tactics should be used with extreme caution, if at all.

15. *Don't be browbeaten into a bad deal.* You must be able to walk away. Many international business people are lured into unprofitable agreements in hopes of future business. A bad deal, however, only sets a precedent for future bad business. The point is you must be able to say not to a bad deal.

### **Agreements**

16. *Get your agreement signed before you leave.*

17. *Both sides should agree on the significance of what you are signing.*

Few Americans, Germans or British will conduct business without some form of written contract. In the Arab world a person's word may be more binding than many written agreements, and insistence on a contract may be insulting.

Contracts serve different purposes around the world—often definitely un-American. A Greek sees a contract as a formal statement announcing the intention to build a business for the future; the negotiation is complete only when the work is accomplished. The Japanese treat contracts as statements of general intention, and they assume changes will be made as dictated by developments. Mexicans treat the contract as an artistic exercise of ideals and do not expect contracts to apply consistently in the real world. At the opposite extreme, a German contract cements details that contracts of other countries, even the United States, might leave to standard trade practice.

18. *Be willing to give up cherished notions of the proper contract.*

It is important to scrutinize these contracts and determine if you can live with the imbalances. Use language that fosters trust rather than suspicion, as it is the relationship that will keep the business going, not the written piece of paper.

Pay attention to formalities or rituals of signing agreements.

### **Beyond the Contract**

19. *Discussions are always preferable to court settlements.* In many countries, going to court would mean a major loss of face.

20. **Remember—without a relationship, you have no deal.**

## ATTACHMENT B

## SUGGESTIONS FOR THE INDIVIDUAL STUDENT ORAL PRESENTATIONS

I. Suggestions to Prepare Students

A. Locate East Germany and Czechoslovakia on a world map (or give hand-out of world map). Ask students to share what they know of these countries.

B. Show videos, especially "Bridging the Cultural Gap", or slides relating to these specific countries. (TCC faculty member, E. Phillip Thompke, traveled to Czechoslovakia, June 1990, and has slides.)

C. Seek community business persons or travelers who have recently traveled to these countries. Ask them to answer student questions.

D. Give students hand-outs and ask them to read for group discussion. Mention they will be evaluated on their contributions and take a situational quiz. This includes the attached United States Department of State Background Notes and "Culturgram" (These are briefings to aid understanding of, feeling for, and communication with other people. They are compiled by the David M. Kennedy Center for International Studies at Brigham Young University. They aid both Mormons in their overseas religious work as well as business people.)

II. Suggestions for Assignment of Student's Oral Presentation

(See next page. Teacher may wish to copy for distribution.)



## ATTACHMENT B (continued)

## ASSIGNMENT: INDIVIDUAL CROSS-CULTURAL COMMUNICATION PROJECT

Do an individual cross-cultural communication project. This project consists of two parts: completing a project and sharing the project with students in the class (a 4-5 minute oral presentation).

1. Select a project. You are a business person traveling to either Czechoslovakia or East Germany. You are to negotiate for your company and need to prepare yourself. Select a project which will benefit you in your communication efforts. Ideas include:

A. Interview a friend or relative that has traveled or lived in East Germany /Czechoslovakia. Find out cultural similarities and differences.

B. Read the article on international gift-giving and receiving (Do's and Taboos Around the World, 2nd Ed.; Chapter 3 Edited by Roger Axtell). Then find out what gifts are most appropriate to take and why. Also, discover which gifts are taboo and why. e.g. The basic reference books by Emily Post and Leticia Baldrige each have small sections on gift-giving in international business. Phoning the embassy in the U.S. or their travel offices might confirm your research.

C. Research conversation "do's and taboo's" (books edited by Axtell). e.g. Think in terms of sports, religion, family.

D. Find out non-verbal communication data, its do's and don'ts. e.g. Think in terms of greetings, punctuality, body language, personal appearance, proxemics, and silence.

E. Research negotiation strategies. Refer to Hand-out and books on global business, especially The Do's and Taboos of International Trade: A Small Business Primer. You may even role play a possible business situation.

\*This assignment will be evaluated as follows: project 10% and oral presentation 5%.

INTERNATIONAL/INTERCULTURAL MODULE FOR  
ART APPRECIATION

The Landscape in Art: Eastern and Western Views

Prepared by  
Dr. Elizabeth Tebow

April 30, 1991





## UNIT OBJECTIVE:

To explore the differences in landscape painting in western and eastern art and the cultural, social, philosophical and scientific factors that contributed to them. In addition to major movements and individual masters of landscape painting, the student will be introduced to new ways of perceiving nature and evaluating what constitutes visual "reality" through art. These include concepts of place (real or ideal) and time (momentary, episodic, or timeless) and atmosphere (physical and emotional.)

This unit could be included in the regular surveys of western art history or surveys of Asian art, although it lends itself most easily to the more general scope of the art appreciation course.

## UNIT FORMAT:

One three-hour or three one-hour lectures and class discussion with slides and other appropriate visual aids. Supplemental sessions involving field trips to museums with collections of eastern and western art recommended when possible.

## RECOMMENDED TEXT AND SUPPLEMENTAL BIBLIOGRAPHY:

Almost all general art history survey texts (Horst de la Croix, Gardner's Art Through the Ages, New York: Harcourt, Brace, Jovanovich, 1986; H.W. Janson, History of Art, New York: Prentice-Hall, latest edition; Hugh Honour and John Fleming, The Visual Arts, A History, New York: Prentice-Hall, latest ed.) have adequate units on Asian and Western European art as do several art appreciation books.

Selected additional sources include as follows:

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TESTING/EVALUATION:

The student should be able to identify significant stylistic, philosophical and contextual differences between the western and eastern traditions of landscape painting and express them through comparison essays in class or written assignments on selected topics such as individual artists, periods or schools.

## TOPICS/THEMES/SUGGESTED VISUALS

## Hour One:

I. Introduction. Slide comparison of Frederic Edwin Church (19th C. American), Cotopaxi, o/c, 1857, Art Institute of Chicago to Fan K'uan (11th c. Chinese), Travelers Among Mountains and Streams, 11th C. A.D., ink and colors on silk, National Palace, Taiwan.

Solicit observations from students about similarities and differences between the two landscapes, e.g. location, time frame, season, format (vertical, horizontal), illusion of depth, brushwork, color, etc. Introduce issues stated in objective above.

## II. Origins of the western landscape tradition.

A. Greco-Roman - Virgilian appreciation of nature, religious significance of nature deities, shrines, sacred groves. Sympathy between the human and natural realms. Use of atmospheric perspective, representational techniques.  
example: Sacred Landscape, Villa at Boscotrecase, fresco, 1st C. A.D., Museo Nazionale, Naples.

B. Early Christian/Byzantine - Nature as symbol of heaven, hint of lost Eden.  
example: Christ Between Angels and Saints, mosaic, San Vitale, c 547 A.D.

C. Medieval - Nature as Eden lost, a place of toil and fear.  
example: Adam and Eve, Grandval Gospel, Tours, c 840 A.D.  
example: Labors of the Month, Amiens Cathedral.

D. Late Medieval, Proto-Renaissance - Reawakening of appreciation of nature.  
example: "Spring Landscape," Carmina Burana, 13th C. manuscript, Bavarian State Library.  
example: Limbourg Brothers, The Very Rich Hours of the Duke of Berry, 1411, manuscript, Musee Condee, Chantilly.

E. The Renaissance - Rediscovery and appreciation of nature and the landscape.

1. Early - integration of man and nature in harmony.  
example: Ambrogio Lorenzetti, Happy Countryside, fresco, Town Hall, Siena, c. 1340.

2. High Ren. - The Florentine ideal of nature as source of discovery and symbol of harmonious order.  
example: Leonardo da Vinci, Ginevra de Benci, 1475, National Gallery of Art, Washington.

3. Venetian School - The revival of the pastoral tradition (arcadian, Theocritan vision).  
example: Giorgione, Pastoral Symphony, o/c, 1505, The Louvre.  
example: Giovanni Bellini, Feast of the Gods, o/c, 1514, National Gallery of Art, Washington, D.C.

4. Seventeenth Century Dutch - Love of the facts of nature (i.e. clouds, storms, reflections in water) yet filled with dramatic associations and grandeur.

example: Jacob Van Ruisdael, The Jewish Graveyard, c. 1655, o/c, State Picture Gallery, Dresden.

5. Seventeenth Century French - The Classical Landscape - idealized, formularized, vehicle for light and space and literary associations.

example: Claude Lorrain, The Judgment of Paris, o/c, 1654, National Gallery of Art, Washington.

6. 18th C. French - "Fetes Galantes" - fanciful, imaginary settings of delight.

example, Jean-Honore Fragonard, Game of Horse and Rider, o/c, 1767-1773, National Gallery of Art, Washington.

7. 19th C. European and American - Romanticism and Realism Expression of sublime, picturesque and beautiful plus manifestation of natural history, pantheism, transcendentalism, national pride, and science. (Turner, Rousseau, Friederich, the American Thomas Cole).

example: Caspar David Friederich, Cloister Graveyard in the Snow, 1810, o/c, destroyed.

example: Frederick Edwin Church, Niagara Falls, 1857, o/c, Corcoran Gallery of Art, Washington.

Conclusion: As the western tradition of landscape painting evolves to the nineteenth century, artists strive to replicate nature as closely as possible. Nature is subservient to man. At the same time, nature serves as a vehicle to express man's moods, hopes, beliefs.

## Hour 2 China and Japan

I. China - Vast and topographically varied. Man is not dominant in nature, but a part of it, responding to its rhythms. The painter is an instrument through which nature reveals itself. Nature not classified according to space and time and artist does not frame it in perspective boxes, or attempt to fix natural appearances. Randomness, transformation stress expression of artist in nature. Based on actual terrain, but not confined to illusion of reality, search for feeling of nature and inspiration of the imagination. Frequently combined with poetry and commentary (sometimes added to the work by later owners). Landscape Painting Flourishes in the Imperial Age.

A. Northern Sung. 906 A.D. - 11th C.: marked development during period of internal strife - retreat from society to involvement with nature. Emergence of poet/painters. Search for "Truth beneath surface appearances = "ch'i - divine spirit of the universe." Breathe life into every twig and rock, feeling of monumentality. 11th C. Poet, painters, gentlemen at court along with professional artists. Gentlemen "amateurs" emphasized nature as expression of moods and personalities of artists, quality of brush and ink, calligraphic effects.

1. Vertical Hanging Scrolls. Massive mountains, vertical format, human figures reduced to minute scale and dwarfed by nature. Paths and bridges in middle region vanish and reappear. Shifting perspective point (no single organizing vanishing point, so eye forced to move yet also focus on details and character of line.)

example: Fan K'uan Travelers Among Mountains and Streams, Northern Sung, early 11th C. hanging scroll, ink and colors on silk, National Palace Museum, Taiwan.

2. Development of long horizontal scrolls (some as long as fifty feet). Unroll right to left, see small section at a time. Comparee top symphony with repeated motifs and moods varying from section to section. TEMPORAL sequence involving memory and vision. An art of contemplation and leisure.

example: Anon., Handscroll, Freer Gallery of Art, Washington.

C. Southern Sung Dynasty, 12th C. - Court moved south to Hangchow, a place of tranquil beauty. Leading philosophy was Neo-Confucianism. A blend of traditional and Buddhist beliefs. Meditative aspects of Buddhism influence a new more intimate depiction of man in nature. Typical: asymmetrical, composed on a diagonal, 3 parts: foreground, middle, far distance separated by field of mist. Suggestion of infinity of space. Voids and solids in equilibrium. Pantheistic peace and unity.

example: Ma Uyan, Bare Willows and Distant Mountains, 13th C., album leaf, ink and colors on silk, Museum of Fine Arts, Boston.

Orthodox Buddhism gives way to Ch'an in China (Zen in Japan) Importance of direct experience of ultimate reality,

sudden, spontaneous enlightenment, quick, simple, yet based on years of contemplation.

example: Liang K'ai, The Sixth Ch'an Patriarch Chopping Bamboo, 13th C. hanging scroll, ink on paper, Tokyo National Museum.

D. Yuan Dynasty, 1279 - 1368, Mongol invaders. Many scholar/poets sought exile in provinces - landscape no longer tranquil retreat, but formidable environment. Texture, massive forms, rhythmical play of brush work. Inner structure and austerity. dynamic intensity.

example: Huang Kung-Wang, Dwelling in the Fu-Ch'un Mountains, 1347, horizontal scroll ink on paper, Taiwan.

example: Ch'ien Hsuan, Early Autumn, Detroit Institute.

E. Ming Dynasty 1367-1644 Some artists look back to early Sung.

Tung Ch'i-Ch'an - leader of literary school. Radical reorganizing of forms to reveal inner structure and momentum of nature. Ground planes tilt and shift. Emphasis on abstract shapes, textures, arbitrary, distorted, powerful. New artistic freedom.

example: Autumn Mountains, 17th C. horizontal scroll, ink on paper, Cleveland Museum of Art.

F. Manchurian Ch'ing Dynasty. Sketchy brush and wet technique.

example: Tao-Chi (1641-1717), Landscape, ink and colors on paper, Wang Collection, New York. "primordial line" - animating, molding forces that run through nature.

G. 18th C. - Present - Influence of aristocratic tradition continues with revivals of various earlier dynastic styles.

II. Japan - Early influence from China. 9th - 14th C. narrative scenes with landscape backgrounds, usually bird's-eye view, shifting perspectives.

A. 14th C. landscape painting styles imported from China. Influence of Zen Buddhism. Sung and Ch'an School of painting with bold brush work imitated.

example: Sesshu (1420-1506) Landscape, 1495, hanging scroll, ink on paper, Tokyo National Museum. Wet style like Sung, but more abstract brushwork and contrasting tonal effects.

B. 16th C. Momoyama and Edo Periods. Sliding doors and huge screens covered with gold leaf and painted with romantic and historic subjects (including western visitors) Emphasis on 2-D design and color patterns. Grand decorative display rather than philosophical content.

example: Anon., Uji Bridge six fold screen, Tokyo National Museum.

A few artists retained Zen influence (e.g. Hasegawa Tohaku, Pine Trees, Momoyama Period, 6-fold screen, ink on paper, Tokyo.

C. 19th C. Tokugawa shoguns control Japan. Three trends: a) revival of Chinese literary style landscape; b) mingling of western objectivity with eastern expressive and elegant brushwork (Western influence, Portuguese, missionaries, Dutch traders, 50)



etc.) and c) "Ukiyo-e" = "pictures of the floating world" - center in Kyoto and Edo with medium of woodblock print (reflected emergeing bourgeoisie patrons.)  
example: Katshushika Hokusai, The Great Wave, from Thirty-Six View of Mt. Fiji, 1823, MFA, Boston. Landscape reemerged because of political and moral censorship. Juxtapositions of bold, linear designs, grandeur.

Summary: Japanese look for nature at its most simple and pure and interpret reality in terms of abstract pictorial design.

### Hour 3 - EAST MEETS WEST: LANDSCAPE IN THE MODERN ERA

End of the 19th Century - contacts between East and West result in cross-currents of influence.

A. French Impressionists concerned with objective view of nature through interest in science and optics. Capture fleeting, momentary effects, light, atmosphere. Also influenced by Japanese woodblock prints' use of flattened space and asymmetry. example: Claude Monet, Banks of the Seine, Veutheuil, 1880, National Gallery of Art, Washington.

(In turn, a few Japanese artists make their way to France and embrace western landscape approach)

B. Post-Impressionists - seek return to structure and subjective interpretation.

example: Vincent Van Gogh, The Sower, o/c, 1888.

Vincent Van Gogh, Wheat Field with Cypress Trees, National Gallery of Art, London (both composition and sense of religious response to nature related to Eastern tradition.)

Comparison: Hokusai, The Great Wave to Winslow Homer (American), Northeaster, 1895, o/c, Metropolitan Museum of Art, New York. Asymmetry, power of nature.

Paul Cézanne, Mont St. Victoire, o/c, 1880, The Phillips Collection - based on his "petit sensations" - emotional and visual sensations - timeless, eternal, episodic.

James McNeil Whistler - Art for Art's Sake - equates music and painting, oriental sensibility.

example: Nocturne, Blue and Gold, Battersea Bridge, o/c, 1772-75, Tate Gallery, London.

Conclusion: With the opening up of the East to western explorers, traders, and businessmen, bringing an influx of Asian art to Europe and America, western artists embraced aspects of the Asian tradition. Artists such as Cézanne, Van Gogh, and Homer embraced alternatives to the Renaissance laws of perspective, space, and time and depicted subjective space, and relative, contemplative time.



OUR GLOBAL HOME: HOW DEPENDENT ARE WE ON  
FELLOW GLOBAL CITIZENS?

GENERAL BIOLOGY II (BIO 102)

Harold S. Adams--Professor of Biology

ABSTRACT

This module was developed for use as a final laboratory activity in an ecology unit of a one-year general biology course. It could also serve for use in an environmental science course or any course dealing with man's relationship to his environment. The information is designed to increase awareness within students of their relationship to fellow world inhabitants, and how that relationship might be improved.

GOAL: To enable our rural students to have greater realization of their relationship (both dependence on and contribution to) with other world citizens.

DESCRIPTION: This module is designed to increase student consciousness that they do not live in isolation in the Alleghany Highlands, but that they affect and are affected by fellow humans throughout the world in some way. It is hoped that students will be awakened to the reality that there is, in fact, one global community of which they are a part. They should have some idea that their own lives impact fellow inhabitants of other parts of the world.

RELATIONSHIP: This module will be conducted as a three hour laboratory exercise during the study of ecology. In ecology, a very important concept is understanding the interdependence and relationship of all parts of the environment, i.e., that there is one ecosphere within which all things operate and interrelate. The unit on ecology culminates a year of biology which began with students learning how science works and that it does not consist of mere static "facts". For the remainder of the fall semester, students deal with the great diversity of living things that share the world with them. During the first ten weeks of the second (spring) semester, they learn that within this great diversity, there is unity (i.e., cellular composition of inheritance mechanisms). This module will dovetail very appropriately into the final unit, ecology, which helps students realize the relationship of all living things to one another. They will come to see themselves as a part of this complex world and how what they do impacts, not only themselves, but lives of others they may never see.

**TEACHING STRATEGIES:** Students will be provided a list of basic requirements (food, clothes, shelter, air, water, and transportation) considered essential by most Americans to exist for one average day. Then, they will attempt to determine (1) the country of origin or source of that requirement, (2) the potential impact of that activity on animals and/or plants and on other world citizens, and (3) how they might minimize any detriment that this requirement might cause others. Initially, time will be given for individual responses; students will then form groups of 4-6 in order to discuss their responses with others and to elaborate on personal responses. Small group time will include a role-play component during which a student will defend his/her "need" for an item (e.g., transportation by personal car) to other group participants. Other participants will be encouraged to argue "against" that student's "need" of the item. This would hopefully foster further awareness of necessity versus want as well as impact of actions. This will be followed by general class discussion, drawing all possible conclusions as a total group.

**STUDENT EVALUATION:** At the conclusion of the laboratory session, students will submit their completed tables with a completed statement: "I found out that---". Additionally, participants will complete the "Evaluation Questionnaire" provided in Appendix A.

**CONTRIBUTION:** This will be the last laboratory activity of the year for a year-long course of biological science. This activity should broaden the understanding and appreciation of students relative to their relationship, not only to the world of animals and plants, but to their fellow world citizens.

**RESPONSE OF OTHER FACULTY:** Responsibility for teaching the lecture portion of this course is shared by one other faculty member. This other faculty member has traveled and lived in many other parts of the world, especially "third-world" countries. During this last week of lecture, she will be presenting many perspectives via slides, not only of animal and plant life from these countries, but the peoples and their ways of life.

**CONTRIBUTION TO INTERNATIONALIZATION:** Since general biology is the choice of most students in our transfer program for completing the requirement of a laboratory science course, nearly all transfer program students will participate and receive exposure to an international perspective in relationship to their lives.

RELATIONSHIP TO OTHER COURSES: Students possibly participate in several other courses that permit them glimpses of the international scene. Most of these courses are history, political science, philosophy, etc. Through exposure to this module, they should develop a better understanding of these other courses.

DESCRIPTION OF EXPERTISE: I have served on various faculty and curriculum committees during my tenure of more than twenty years at Dabney S. Lancaster Community College. I am a member of Amnesty International and a co-sponsor of a student chapter of AI on our campus. Each year, we attend "International Day" activities on the campus of Virginia Tech and have also attended workshops and/or debates of various international issues. I have published works of research in several international journals and have served as an ecological consultant for visiting scientists from other countries. This past summer my family and I traveled by personal vehicle throughout the United States; we also visited Mexico and toured the western portion of Canada. My wife and I also toured the eastern half of Canada a few years ago. During my Ph.D. work at Virginia Tech, I worked collaboratively with several Middle East students with whom I developed close friendships.

TIMETABLE FOR IMPLEMENTATION: This module will be incorporated into the ecology unit in early May, 1991.

**INSTRUCTIONS:** Complete the following table.

DAILY REQUIREMENT	COUNTRY OF SOURCE OR ORIGIN	BENEFIT OR DETRIMENT TO ANIMALS AND/OR PLANTS	BENEFIT OR DETRIMENT TO OTHER WORLD CITIZENS	WAYS IN WHICH I MIGHT MINIMIZE THE DETRIMENT
FOOD				
CLOTHES				
SHELTER (includes HEAT/LIGHT)				
AIR				
WATER				
TRANSPORT- ATION				

I have found out that:

### EVALUATION QUESTIONNAIRE

The following questionnaire is meant to permit you the opportunity to evaluate your perception of the outcome of your involvement in the module, "OUR GLOBAL HOME: HOW DEPENDENT ARE WE ON FELLOW GLOBAL CITIZENS?"

\_\_\_\_\_ How many people participated in your small group discussion?

\_\_\_\_\_ Approximately how much time was spent by your group in discussion?

What reference material, if any, did you use?

Was any library research done? If so, for what purpose?

Did you come to any conclusions as a group? Describe.

What difficulties did you encounter?

Did all participants in your small group participate in discussion to the same extent? Explain.

Did you encounter any stumbling blocks because of personalities of participants in the discussions?

If you were part of a Senate Committee established to study this topic, what three specific recommendations would you make?

**EVALUATION OF MODULE:** Below is a list of parameters to be rated on a scale of 1 to 5. You are to assign a value to each of these parameters.

**YOUR GROUP**

Group well chosen	1	2	3	4	5	Not well chosen
Group well prepared	1	2	3	4	5	Not well prepared

**DISCUSSION**

Boring	1	2	3	4	5	Stimulating
One person dominated	1	2	3	4	5	Everyone contributed
Discussed unrelated items	1	2	3	4	5	Discussed only planned topic
Made no conclusions	1	2	3	4	5	Made concrete conclusions

**OVERALL RATING**

Did not learn much	1	2	3	4	5	Learned alot from participation
Waste of time	1	2	3	4	5	Excellent

**ADD ANY OTHER COMMENTS YOU WOULD LIKE CONCERNING THIS MODULE:**

THE INFLUENCE OF DIVERSE CULTURES ON THE HISTORICAL DEVELOPMENT  
OF MATHEMATICS

A module for use in Mathematics 151/152: Mathematics for the Liberal  
Arts

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## ABSTRACT

This plan describes a teaching module to be utilized in one semester of the course, MTH 151/152, Mathematics for the Liberal Arts. It will employ lecture, student reading and research, and finally, a research paper to provide students with a sensitivity to the concept that mathematics was not "made in America", nor in fact, even by English speaking peoples. It will use the recorded history of mathematics as its source material and will emphasize the unique contributions made by people of a particular time and place, to be chosen by each student. The module will be comprised of three class hours and will require, nominally, ten hours of individual student study.



## INTRODUCTION

Mathematics is a beautiful subject, which has provided a sometimes dazzling creative outlet for the human mind over the entire span of the recorded history of the species. It has developed in fits and starts, usually making major strides at times when mankind required a mathematics contribution as a prerequisite to an advance of civilization. The concept of number systems themselves is not innate but had to be developed. When the ideas embodying a zero and negative numbers are added to a basic number system, it is quite sophisticated. As an example for this introduction consider the advance of number systems. Early systems, indeed, even primitive cultures today, use a modified binary system consisting only of: one, two, many. Historical documents show development of very many number systems having a great number of bases. Systems have been uncovered which utilized the numbers: two, three, four, five, eight, ten, twelve, twenty, and even sixty as a base. The entire Babylonian civilization was developed with a number system having a base of sixty. It is interesting to the author of this module that the entire computer revolution has been fueled using a binary number system consisting of the numbers: zero and one.

## DESCRIPTION

This module can be initiated at any time during the year long sequence of MTH 151/152, provided that enough time remains in the academic year for the students to complete the required research and write the research paper or carry out an approved project. Ideally, it would be commenced near the fifth week of

either semester, allowing the students to become accustomed to the approach that the course takes to mathematics, yet allowing enough time for the student work.

The module will be commenced with a one-hour lecture introducing the concept that the mathematics which is in use today is the product of many minds, from many different places, of many cultures, over many centuries. Students will then be assigned to review enough of the works in the bibliography to select one period, one subject or one culture to study in some depth. Subject selection will be presented to the instructor for approval prior to commencement of the research project. After approval, the student will complete the research, under the guidance of the instructor. Research papers will be written and submitted for review. Two one hour periods will be set aside near the end of the semester for oral presentation of selected papers.

#### RELATIONSHIP TO THE CURRICULUM

The Rappahannock Community College (Warsaw Campus) has, for the past few years, offered two courses which are readily transferable to other colleges in the Commonwealth. These courses are MTH 171/172, Precalculus, and MTH 173/174, Calculus. The Associate in Arts and Sciences degree requires an approved two-semester, transfer course in mathematics. This requirement has been met by one or both of the two courses mentioned above. Calculus and, to a somewhat lesser extent, Precalculus are commonly considered to have a scientific orientation. Although a good argument can be made that other disciplines have valid uses for Calculus, the notion persists that a less scientific

mathematics should be offered for those students whose interests lie elsewhere. Starting in the Fall Semester of 1991, this campus expects to offer MTH 151/152, Mathematics for the Liberal Arts, to satisfy the requirement for a transferable mathematics course in the Arts and Sciences degree program. While no less rigorous than Precalculus, MTH 151/152 will approach mathematics at this level from quite a different perspective, concentrating on logic, reasoning and the nature of mathematics itself. An international module is ideally suited to supporting the objectives of this course and the philosophy of the Liberal Arts curriculum.

#### GOAL AND OBJECTIVES OF THE MODULE

The United States was colonized by adventuresome people who valued themselves and their own abilities well above the average for the populations from which they emmigrated. This self-confidence has permeated the culture which has developed from these immigrant roots and the immigrants who subsequently have arrived, having many of the traits of the original colonists. Regardless of an individual's view of the validity of the "melting pot" concept, it seems that majority of today's Americans might agree that we tend to value ourselves, our ideas, and our way of doing things to the detriment of our understanding of other peoples of the world and their contributions to the advance of mankind.

The comment of the preceding paragraph is general. However, when considered in the context of the understanding of present-day mathematics students, the comment is especially valid. From the experience of this instructor, a global or historical view,

perhaps even an appreciation that such a view might exist, is very sadly lacking.

The goal of the module is to change the perception that math is a U.S. centered body of mathematics knowledge. The module will attempt to influence this change toward a view that is sensitive to the fact that math is multi-national, multi-cultural, and certainly is not centered on today, nor even the twentieth century, nor even on the years of the past two millenia.

The objectives which have been developed to support the goal in this short module are:

1. To present, in lecture form, an introduction to the history of mathematics. It will concentrate on two aspects:

- a. Contributions of a single culture
  - b. Contributions of many cultures to the advancement of a single strand of mathematics understanding

2. To motivate the student to read and study the origins of a suitably bounded quantum of mathematics.

3. To influence students to look beyond the confines of this country and this time, by requiring them to organize their thoughts on the subject selected and approved in paragraph 2. above, and present this research in a research paper.

4. To foster a cross polination of these students and their studies of times, places, and mathematical subjects, by allotting class time to the presentation of the individual work of each.

## STRATEGY FOR TEACHING

The strategy for teaching this module has been touched on in the preceding paragraphs. It will be summarized and emphasized here.

1. An introductory lecture will provide students with an idea of the immensity of the mass of the "mathematics iceberg" which lies beneath the surface, that which we see today in our classes. It will give them some idea of the possibilities for their individual research. It will explain to them what the module is and what is expected of them.

2. The student will then undertake enough outside reading from the bibliography attached to select a subject for her/his individual research. After approval, in conference with the instructor, the research will be carried out.

3. The above research must then be put into a short research paper for submission to the instructor.

4. The papers deemed to be of sufficient interest and those which support the goal of the module will, finally, be presented informally, i.e. not read, to the class for discussion.

## EVALUATION OF STUDENT PERFORMANCE

In the course of the semester each student will receive one grade for his/her research report. Normally, each student in this math class would receive five test grades, one homework grade and a final exam grade. They are weighted as follows:

	Weight
Average of tests	6
Homework grade	1
Final exam grade	3

The grade for the research paper will be averaged with the grades of the semester tests and weighted as indicated above. Selection of a paper for presentation during class time will give its author an opportunity to gain what will amount to an additional ten points on the research paper grade.

#### EVALUATION OF THE MODULE

All classes are evaluated by the students. For those students who take this module, two additional questions will be added to the student opinion survey:

1. Do you feel that the international module in MTH 151/152 helped to give you any greater understanding of the fact that mathematics is largely a subject developed by non Americans?

2. Tell us in your own words what you think of the module.

The results of this survey will be made available to the Division Director.

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These titles are available in the RCC library, on the shelves indicated.

Multi-Cultural Perspectives for  
Human Growth and Development

An International Approach to  
The Teaching of PSY 238 (or 231 and 232)  
Developmental Psychology or Human Growth and  
Development.

Prepared August 1990

by

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**ABSTRACT:** This document describes a global approach to the teaching of Developmental Psychology or Human Growth and Development. A topical approach is used for learning multi-cultural attitudes, behaviors, values, and knowledge. The same approach could be used in various other courses such as Abnormal Psychology or Introduction to Psychology.

Included is a description of the global approach, plans for its delivery and assessment, and how it relates to internationalizing the curriculum. Attachments include the course syllabus and a listing of resource materials.

## CONTENTS

- A) Objectives, Goals, and Outcomes
- B) Teaching Strategies
- C) Evaluation and Assessment
- D) Contributions to the Humanities and Social Sciences Division
- E) Contributions to the Internationalization of the Curriculum
- F) Background of the Instructor
- G) Implementation Timetable

Attachment 1 PRE-POST TEST

Attachment 2 COURSE SYLLABI

Attachment 3 BIBLIOGRAPHY

## Title of Curricular Component

### Cross-Perspectives

#### A. Objectives, goals and outcomes

The purpose of the Multi-Cultural perspective in Developmental Psychology is to provide students with an understanding of the role of one's culture on one's growth and development over the life span. The goals of this perspective are:

1) to demonstrate how culture influences physical, cognitive and psycho-social development over the life span.

2) to provide students with the opportunity and incentive to dialogue with someone from another cultural background on a specific topic of human growth and development.

3) to experience a group approach to learning about human growth and development from a multi-cultural perspective.

#### B. Teaching Strategies

The teaching strategies to be used are:

1) Reading materials focusing on topics of human growth and development in various cultures. These sources will be developed and updated on an ongoing basis. Bibliographies by geographic area and topic will be generated.

2) Lecture/discussions on culture's influence on thinking and problem solving.

3) Audio-visual materials which demonstrate cross-cultural research in Developmental Psychology. (For example, language development research on Native-American languages and genetics research regarding fetal alcohol syndrome in Norway). Resource lists of materials by geographic area and topic will be generated.

4) Speakers from various cultures on specific topics related to human growth and development (For example, a Peace Corps volunteer who worked in the Marshall Islands could present a view on adolescent suicide in the Marshall Islands). Resource lists of speakers by area and topic will be generated.

5) Incentives (bonus points) for students to interview/observe individuals from another culture for their required observations (See course outline).

6) Incentives (bonus points) for group presentations to include a cross-cultural perspective (see course outline).

### C. Evaluation and Assessment

The methods used to assess development of a multi-cultural perspective are:

1) Observations which include a multi-cultural comparison will receive bonus points (see attachment #1).

2) Group presentations which include a multi-cultural perspective will receive bonus points (see attachment #1).

3) Test questions on research regarding human growth and development from a multi-cultural perspective (see attachment #1).

4) A Pre-Post Test to determine change in the students level of awareness, interactions, and knowledge about another culture (see attachment #2).

### D. Contributions to the Humanities and Social Sciences Division

The development of a multi-cultural perspective in a basic psychology course can serve as both an incentive and model for other courses within the division. In addition, resource materials developed for the course will be available for use in other classes. The following resource materials will be developed and updated on a continuing basis.

1) Speakers (to include faculty and students throughout the college as well as community resources).

2) Audio-Visual Materials.

3) Books, journals, etc.

4) Data resources.

It is also hoped that faculty from other divisions as well as the Humanities and Social Sciences can be used as resources for one another and will eventually develop a team approach to providing a global perspective.

## V. TOPIC OUTLINE:

- Part I Beginnings
- Part II The First Two Years
- Part III The Play Years
- Part IV The School Years
- Part V Adolescence
- Part VI Early Adulthood
- Part VII Middle Adulthood
- Part VIII Late Adulthood

## VI. ATTENDANCE STANDARD:

The classes are designed to be learning experiences beyond that of reading a textbook; therefore, it is important that students attend class and participate in discussions. The instructor realizes, however, that there may be other events which preclude the students coming to class. If so, she would like to be notified in writing ahead of time, or as soon as possible afterwards. You only need to state in writing your name, course and section, and date absent for an excused absence.

INSTRUCTOR'S NOTE:

Should a student stop attending classes without officially withdrawing from the class he/she will receive an F in the course. Incompletes will be given only when a written contract which states the due date of the remaining work, has been established between the instructor and the student.

## VII. INSTRUCTIONAL PROCEDURES:

The course will consist of discussions, lectures, films, role-playing and group reports. Students will be required to write three observations and to participate in a group project.

- A. Observation: Observations may be based on projects in the textbook or on one's own interests and ideas. However, all observations should be related to material from the textbook.

They should involve activities with children and/or adults and should be written in a "scientific" manner. This means you should always give date, time, place, and circumstances of the interview. In addition, any background information about the "subjects" should be included (i.e. sex, age, marital status, siblings, etc.). All reports should be typed or handwritten very clearly with lines skipped to make reading easier. The reports

#### E. Contributions to Internationalization of The Curriculum

As stated above, the development of a global perspective as outlined here can result in a team and cross-college approach to internationalizing the curriculum. As I (and other faculty) develop resource lists from among ourselves, students, and the community, the curriculum rather than just a course, will evolve its multi-cultural dimensions throughout the college. In addition, through the contacts and resources established by P.I.E. the entire Virginia Community College System will be transforming its curriculum.

#### F. Background of the Instructor

Gayle Wolfe, Ph.D. has been a full-time faculty member with Germanna Community College since 1985. Prior to coming to Germanna, she taught full-time for Beirut University College, in Beirut, Lebanon from 1982 to 1985.

She worked with international students while pursuing her Ph.D. at Florida State University. Her dissertation was on the Sex-role Stereotypes of International Students pursuing graduate degrees at colleges in the United States. In addition, she has organized Women of the World, a discussion group on women's roles throughout the world, both at FSU and at Germanna.

#### G. Implementation Timetable

The cross-cultural perspective for Human Growth and Development will begin Fall, 1990, and will continue with ongoing revision and update of resource materials.

## Attachment 1

## PRE-POST TEST

- 1) In what way does culture influence physical cognitive and psycho-social development over the life-span?
- 2) When was the last time (if ever!) you had a discussion with someone from another culture? (Please specify the culture)
- 3) How frequently do you have conversations with others from another culture? (Please specify the cultures)
- 4) Give an example of a group approach to learning? What are its advantages and disadvantages? Name one culture that take a group approach to learning and give an example.



### What is a multi-cultural perspective?

The multi-cultural perspective is the "awareness of alternative values, habits, customs, and life styles". (Penderson, 1988, p.1) This perspective allows one to appreciate, not only acknowledge, the diversity of the world's peoples. In addition, "Multi-cultural awareness increases decision making ability by accounting for the many ways that culture influences different perceptives of the same situation." (Pederson, 1988, p.1)

Thus, to take a multi-cultural perspective in your observations and group presentation, means to decipher how culture has influenced the choices that individuals make during their life spans. The best way to do this to start by developing an awareness of other cultures through reading, observing, and getting to know persons from a different culture background than your own. The purpose is not to judge which culture is best, but to improve your understanding of others and ourselves.

To give you an example, if you are interviewing someone from India about marriage customs, it is important to go beyond asking them to describe the customs or to compare them to our own. Rather, you must attempt to understand the relationship of the customs of a culture, the values, and purposes they provide for the individuals living within that culture. In order to do this, you must be able to grasp the meaning of custom for the person's within that culture.

Penderson, Paul. A Handbook for Developing Multicultural Awareness. AACD, 1989.

Attachment 2

GERMANNA COMMUNITY COLLEGE

COURSE OUTLINE

FOR

PSY 238

DEVELOPMENTAL PSYCHOLOGY

Prepared by: \_\_\_\_\_ Date

Approved by: \_\_\_\_\_  
Division Chairman Date

## ENGLISH, SOCIAL SCIENCES AND HUMANITIES DIVISION

## COURSE OUTLINE

for

PSY 238

## Developmental Psychology

## I. COURSE DESCRIPTION:

Developmental Psychology studies the development of the individual from conception to death. The course takes a life-span multi-cultural perspective on the developmental tasks involved in the person's physical, cognitive, and psycho-social growth.

## II. TEXTBOOK:

Berger, Kathleen Stassen. The Developing Person Through the Life Span. Second Edition. Worth Publishers, 1988.

## III. INTRODUCTION:

Developmental Psychology is the study and interpretation of human behavior through the life cycle. Concepts and principles describing the dynamics of human development and behavior and their relation to the work and purpose of the individual are discussed. The scientific method, heredity, psychological development, perception, motivation, learning, emotions, cognitive processes, personality, frustration, intelligence, and mental processes are some of the topics covered in the course.

The physical, thinking and social development of the individual throughout the life span is studied with a focus on practical applications and observations from a multi-cultural perspective. (attached)

## IV. OBJECTIVES:

The purpose of this course is to acquaint the student with the processes of human development. The student will be exposed to theories and research on the physical, cognitive and psychosocial development of the individual. Specific objectives will be distributed in class.

should be stapled and put in a folder (light weight) with your name on the outside. Late reports will be deducted 10 points for each week late.

Each observation should be based on a different part of the life span. Observations which present a multi-cultural perspective will receive a five point "bonus".

Observation 1:

Infancy and Childhood Date Due \_\_\_\_\_

Observation 2:

Adolescence, Early Adulthood Date Due \_\_\_\_\_

Observation 3:

Middle Adulthood, Late Adulthood, Death and Dying Date Due \_\_\_\_\_

Observation Outline:

1. Topic (Tell what your topic is and why you chose it.)
2. Date/Place/Time of Observation
3. Subject(s)
  - Name
  - Age
  - Health
  - Education
  - Family background
  - Occupational background
  - Social background
4. Describe the procedure and your results.
5. Analyze your results and compare to what the textbook says about the topic and to your own experiences. Include your multi-cultural perspective here.
6. Summarize and give your own reactions, draw any conclusions or implications from the observation.

- B. Group Presentations: Each student will be assigned (randomly) to a group with which he/she will work as a team, gathering and presenting material on an assigned topic to the class. The group projects will involve evaluating an agency in the community or presenting a topic of special concern to the class. (SEE GROUP EVALUATION FORM A AND B) Group presentations which include a multi-cultural perspective will receive a 10-point bonus.
- C. Tests: Each student will take 4 tests covering the material in the textbook. Students are encouraged to take the tests with a partner. Both students will receive the same grade for the multiple-choice part of the test. Make up exams will be penalized 10 points unless due to a verifiable emergency.

#### VIII. COURSE CONTENT:

Week 1:	Chapter 1	Introduction	
	Chapter 2	Theories	
Week 2:	Chapter 3	Genetics	
	Chapter 4	Prenatal Development and Birth	
Week 3:	Chapter 5	The First Two Years	
	Chapter 6	"	
	Chapter 7	"	
Week 4:	Test One	Chapters 1 through 7	
Week 5:	Chapter 8	The Play Years	
	Chapter 9	"	
Week 6:	Chapter 10	"	
	Chapter 11	The School Years	
Week 7:	Chapter 12	"	
	Chapter 13	"	
	Observation 1	Due	
Week 8:	Test Two	Chapters 8 through 13	
Week 9:	Chapter 14	Adolescence	(GROUP 1)
	Chapter 15	"	
Week 10:	Chapter 16	"	(GROUP 2)
	Chapter 17	Early Adulthood	
Week 11:	Chapter 18	"	(GROUP 3)
	Chapter 19	"	
	Observation 2	Due	
Week 12:	Test Three	Chapters 14 through 19	
Week 13:	Chapter 20	Middle Adulthood	(GROUP 4)
	Chapter 21	"	
Week 14:	Chapter 22	"	(GROUP 5)
	Chapter 23	Late Adulthood	
Week 15:	Chapter 24	"	
	Chapter 25	"	
	Chapter 26	Death and Dying	
	Observation 3	Due	
Week 16:	Test Four	Chapters 20 through 26	

## IX. EVALUATION:

Test 1 = 15%	Group Project = 10%
Test 2 = 15%	Observation 1 = 10%
Test 3 = 15%	Observation 2 = 10%
Test 4 = 15%	Observation 3 = 10%
<hr/> 60%	<hr/> 40%

## PSY 238 GROUP EVALUATION

GROUP \_\_\_\_\_

DATE \_\_\_\_\_

TOPIC \_\_\_\_\_

A+ = Outstanding  
 A = Excellent  
 A- = Above very very good  
 B+ = Very very good  
 B = Very good  
 C+ = Good  
 C = Average  
 C- = OK

Overall Presentation Grade: \_\_\_\_\_

Based on the following criteria:

Equal Group Participation of Members \_\_\_\_\_  
 Interesting, Held My Attention \_\_\_\_\_  
 Worthwhile, Learned Something Useful \_\_\_\_\_  
 Relevant to the Course and Topic \_\_\_\_\_  
 Multi-Cultural Perspective \_\_\_\_\_

Comments:

Attachment 3



## BIBLIOGRAPHY

Anthropological Perspectives on Child Development, Charles M. Super, Sara Harkness, guest editors. -- San Francisco: Jossey-Bass, 1980 IX 92 p.; 24 cm. -- (New Directions for Child Development; no. 8)

Cultural Psychology: Essays on Comparative Human Development, edited by James W. Stigler, Richard A. Shveder, Gilbert H. Herdt. -- Cambridge: New York: Cambridge University Press, 1990

Culture and Depression: Studies in the Anthropology and Cross-Cultural Psychiatry of Affect and Disorder, edited by Arthur Kleinman and Byron Good. -- Berkeley: University of California Press, c 1985

Cultures In Contact: Studies in Cross-Cultural Interaction, edited by Stephen Bochner, -- 1st ed. -- Oxford (Oxfordshire); New York Pergamon Press 1982, XIV, 232 p.: ill.; 24 cm. -- (International Series in Experimental Social Psychology: V. 1)

Cross-Cultural Counseling and Psychotherapy, edited by Anthony J. Marsella, Paul B. Pedersen, -- New York: Pergamon Press, c1981. XII, 358 p.; 24 cm. -- (Pergamon General Psychology Series: v. 93)

Life is Like a Chicken Coop Ladder: A Portrait of German Culture Through Folklore, by Alan Dundes. -- New York: Columbia University, 1984.

The Emergence of Symbols: Cognition and Communication in Infancy, edited by Elizabeth Bates; with the collaboration of Laura Benigni.. (et al.). New York: Academic Press, 1979

International Congress of Psychology (23rd: 1984: Acapulco, Mexico) Cross-Cultural and National Studies in Social Psychology: Proceedings of the XXIII International Congress of Psychology of the International Union of Psychological Science (IUPsyS), Acapulco, Mexico, September 2-7, 1984: Selected/revised papers, Volume 2, edited by Rogelio Diaz-Guerrero, -- Amsterdam New York: North-Holland: New York, NY, USA: Elsevier Science Pub. Co. (distributor), 1985

The Inner World: A Psycho-Analytic Study of Childhood and Society in India, by Sudhir Kakar. -- 2nd edition, rev. and enl. -- Delhi: New York: Oxford University Press, 1981

Weekend Warriors: Alcohol in a Micronesian Culture by Mac Marshall. -- 1st ed. -- Palo Alto, Calif.: Mayfield Pub. Co., 1979

Normal and Abnormal Behavior in Chinese Culture edited by Arthur Kleinman and Tsungi-yi Lin. -- Dordrecht; Boston: D. Reidel; Hingham, MA: sold and distributed in the USA and bay Kluwer Boston, c1981

On The Edge of the Forest: Cultural Adaptation and Cognitive Development in Central Africa by J.W. Berry... (et al.). -- Berwyn, PA: Svets of North American: Lisse, The Netherlands: Svets & Zeitlinger, 1986, c1985

In Search of Self in India and Japan: Toward a Cross-Cultural Psychology by Alan Roland, -- Princeton, NJ: Princeton University Press, c1988

Culture and The Development of Children's Action: a Cultural-Historical Theory of Developmental Psychology by Jaan Valsiner. -- Chichester (West Sussex) New York: Wiley, c1987

PROJECT INTERNATIONAL EMPHASIS  
TEACHING MODULE  
THE OPEN ECONOMY

Submitted by  
Kenneth L. Edwards  
September 20, 1990

## Module: "The Open Economy"

**GOAL:** To enable the student to evaluate the revealed efficiency of trade among sovereigns. This unit will include the historical development and theoretical basis for trade as well as arguments against free international exchange.

**Unit 6:** The Evolution of Trade Theories and Realities

**6.1** Mercantilism

**Goal:** Develop the historical basis for mercantilism and its contribution to modern economic thought

**Assignment:** Principles of Economics, by McConnel and Brue, Chapter \_\_

**Suggested Readings:** The Principles of Political Economy and Taxation, by David Ricareto. Homewood: Irwin, 1963

The Wealth of Nations by Adam Smith. New York: The Modern Library, 1937.

**Activities:** A combination of lecture segments and small group discussion to explore the relative merits of mercantilism.

**6.2** Absolute and Comparative Advantage

**Goal:** Establish the foundation for the modern theory of international exchange in an environment of restricted resource movement.

**Assignment:** Principles of Economics, by McConnel and Brue, Chapter \_\_

**Suggested Readings:** The United States in the World Economy. Edited by Martin Feldstein. The University of Chicago Press. Chicago, 1988.

**Activities:** Lecture on the attributes of trade; view Milton Freidman's video "Free to Choose" concerning the neo-classical view of the gains from trade; discussion of issues raised in the lecture and video.

**6.3** Heckscher-Ohlin Theory and Other Refinements of the Comparative Advantage Concept

**Goal:** Identify deficiencies in the Ricardian theory and delineate the important points the Heckscher-Ohlin theory and other refinement

**Assignment:** Principles of Economics, by McConnel & Brue, Chapter \_\_

**Suggested Readings:** International Economics, by Peter Wilson. University of Nebraska Press. Lincoln, Nebraska, 1986.

Activities: Lecture and subsequent small group discussion of lecture material.

#### 6.4 Protectionism as other Impediments to trade

Goal: Analyze the justification for trade restraint in the international flow of goods, services, and capital

Assignment: Principles of Economics, by McConnell and Brue, Chapter\_\_

Suggested Reading: Japan's Unequal Trade, by Edward J. Lincoln.  
The Brookings Institute. Washington, DC, 20036.  
1990.

Activities: Lecture on the nature of protectionism and its forms; view Milton Friedman's "Free to Choose" segment on protectionism; discuss lecture and video.

## Student Competencies

### UNIT 6: The Open Economy

Competency: Upon completion of this module the student will be able to analyze and evaluate:

1. the historical development of trade among nations;
2. the theoretical basis for free trade and practical evidence in support of limited restraints on free trade;
3. who benefits and who loses when protectionist trade policies are introduced into an open economy.

## Bibliography

McConnell, Campbell R. and Stanley L. Brue. Microeconomics. McGraw Hill Publishing Company. New York, 1990.

ULbrich, Holley. International Trade and Finance: Theory and Policy. Prentice Hall, Inc. Englewood Cliffs, NJ, 1983.

Wilson, Peter. International Economics: Theory, Evidence, and Practice. University of Nebraska Press, Lincoln, Nebraska, 1986.



### Student Performance Measures

Since this unit is an integral part of other topics germane to efficient resource allocation, students will be tested on this unit as a segment of a test including other topic areas. However, the relative proportion of this unit in the overall test will be about 25%.

The testing format will be as follows:

1. Multiple Choice questions: 15 questions
2. Discussion (ESSAY) questions: 2 questions

## Instruction Module Notes: "The Open Economy"

### I. Evolution of Trade theories (1550-1776)

1. Mercantilism - attempt by sovereign to increase country's wealth, as measured by precious metals, the maximization of exports and restriction of imports. As early as 1752 David Hume attacked mercantilism as untenable because the trade surplus would "cause inflation at home and deflation in the trading country."
2. Absolute and Comparative Advantage (1776) - Adam Smith attacked mercantilism through the development of the concept of absolute advantage as an extension of the microeconomic principle of specialization as division of labor. The principle suggests that countries that enjoy an absolute advantage (meaning the for the same resource inputs more output can be generated) in one product can benefit by trading with another nation that has an absolute advantage in another product when there are restrictions on factor movements.

In 1817, David Ricardo developed the theory of comparative advantage that showed the even though a county might have an absolute advantage in many products when compared to another country, there still may be gains to be had from trade.

Interject a mathematical example demonstrating the price ratios of country with absolute advantage and one with absolute disadvantage and determine the terms of trade.

3. Heckscher-Ohlin theory is reinforcement of the comparative advantage concept. The H-O theory proports that comparative advantage arises from the different relative factor endowments of a country. It is the relative not absolute endowments that are important.

The difference in H-O and Ricardo is the emphasis on the relative abundance of the resources not the individual productivity of the resource.

4. Product-cycle Theory suggests that production tends to originate in a country and then that country loses its production advantage to imitators.
5. Economies of Scale - domestic market + export market could allow individual industries to drive down costs (LRAC) to lower levels.
6. Technological Progress - countries sustaining large R & D investment may reap benefits of producing proprietary products.

### PROTECTIONISM - FORMS PROTECTIONISM ASSUMES

Quatuo

Non tariff Barrier

1. State trading - i.e., Mexico (oil)

2. Export taxes and subsidies
3. difference in product standard
4. border tax adjustments
5. discriminatory public procurement policies
6. selective domestic subsidies
7. anti-dumping laws

#### Arguments for Protectionism:

1. Optimal tariff argument - in absence of retaliation the importing country can generate more revenues than the dead weight loss from the tariff
2. Redistribution of wealth (income)

#### Traditional Arguments for Protectionism:

1. Infant industry argument
  2. National Defence argument
  3. Domestic distortions
  4. Redistributive efforts - employment effects, etc.
  5. Mercantilist arguments - export of goods & services for gold (specie)
  6. Cheap foreign labor argument
- these two are considered valid

Tariffs have fallen from 53.8% in 1930 to 4.2% at the end of the Tokyo Round.

#### Trade agreements to reduce Smoot-Hawley Tariffs:

1. Reciprocal Trade Agreement (RTAA) 1930
2. General Agreement on Tariffs & Trade (GATT) 1947
3. Kennedy Round (1962-1967)
4. Tokyo Round (1974-1979)
5. US - Canada Free Trade Agreement

U.S. FOREIGN POLICY: FOCUS ON CENTRAL AMERICA

PROJECT INTERNATIONAL EMPHASIS

Prepared by:

Richard W. Lacy

J. Sargeant Reynolds Community College

ABSTRACT

This module was designed to provide a frame of reference for students who are attempting to learn certain basic concepts in American foreign policy. It is hoped that by focusing on one small region of the world-Central America- the many considerations and difficulties which go into the formulation and implementation of foreign policy will become more clear and more meaningful. A secondary benefit is also anticipated- that this focus on a few nations which are at once so very different from the United States and yet so close to us in distance may awaken the student's natural curiosity and desire to know his neighbors. Finally, this could be the first step for many students toward a greater awareness of, and concern for, the international community in which they live and work.

GOALS/OBJECTIVES

1. Explain why Central America might be described as the recipient of only "episodic interest" from the United States..
2. Identify and explain the "key components" that are characteristic of "Third" and "Fourth" World nations. Illustrate with examples from the nations of Central America.
3. Cite two examples from U.S.-Central American relations which can be used to illustrate the problem of different perceptions, which stem from different values, conditions, and experience.
4. Explain how the "domestic structure" of one Latin American nation appears to have influenced its relations with its neighbors.
5. List and illustrate the tools or implements which have been used by the United States in carrying out its foreign policy objectives in Latin America.
6. Describe one example which demonstrates the impact of multi-national corporations on Central American nations.
7. Contrast the "hardline" and "moderate" positions on dealing with unrest in Central America, and indicate how this debate may be influenced by recent events in the USSR, Eastern Europe, and the Persian Gulf.
8. Explain how the Reagan Doctrine was applied to Central America, and describe the status of those initiatives today..
9. Explain how the "Iran-Contra" affair demonstrates the frustrations which result from foreign policy feuds between the legislative and executive branches of our government.

### TEACHING STRATEGIES

Two components will be utilized to facilitate student learning: First, students will select one of the Central American nations and prepare a short research paper. The paper may focus on that nation's past and present relations with the United States, or, alternatively, it may describe the current political and economic conditions. A minimum of four sources will be required, and students will be encouraged to give short oral reports on their findings, for which extra credit will be awarded.

Second, the instructor's lectures on American foreign policy will be revised to employ examples that relate to Central America whenever appropriate (see "Objectives" on page two for specific references).

Class discussions and at least one audio-visual resource will also contribute to the achievement of the objectives for this module.

### TIMETABLE FOR USE OF MODULE

Approximately one week (2½ hours) of class time will be devoted to these objectives. Students will spend at least an equal amount of time preparing a research report (described in "Teaching Strategies"). While a few parts of this module will be tested in Spring, 1991, the first opportunity to fully implement it will be when PLS 212 is offered again in Spring, 1992.



### EVALUATION OF STUDENT PERFORMANCE

Student research reports will constitute 10% of the final grade in PLS 212. Oral reports will also count as extra credit. The unit test will include questions that will measure student's mastery of the learning objectives for this unit. (See Page 2, "Goals/Objectives")

### CONTRIBUTION TO INTERNATIONALIZATION OF THE CURRICULUM

This module will, along with other courses being given expanded international focus, add to students understanding of other societies and their relationship with the United States. It is expected that the perspectives learned in this module will have an application in other academic areas such as Economics and Sociology.

### EVALUATION OF MODULE

A review of the student's tests and research reports will reveal strengths and weaknesses of the module. Students will complete an evaluation of the module after all components have been completed. An evaluation instrument is included in this report as "Attachment A." Also, two peers with the appropriate background and interests will be asked for suggestions especially in regard to the parts dealing with "Teaching Strategies" and "Bibliography." And finally, the author takes this opportunity to invite calls or notes from any of his colleagues who read this report.

### AUTHOR'S NOTE

I teach courses in Political Science, and am currently serving as Program Head for the Social Sciences. For the past several years I have been a member of the College's Global Studies Committee. My address is: Richard W. Lacy, Division of Humanities and Social Sciences, J. Sargeant Reynolds Community College, P.O. Box C-32040, Richmond, VA 23261-2040.

BIBLIOGRAPHY

- General Work: Hector Perez-Brignoli, A Brief History of Central America, University of California Press, 1989.
- Colonial Past: Miles Wortman, Government and Society in Central America, Columbia University Press, 1982.
- The Land and  
The People: Robert West and John Augelli, Middle America: Its Lands and Peoples Prentice-Hall, 1976.
- Ralf Lee Woodward, Central America: A Nation Divided, Oxford University Press, 1976
- U.S.-Central  
American Relations: Richard Immerman, The CIA in Guatemala: The Foreign Policy of Intervention, University of Texas Press, 1982.
- Walter Lafeber, Inevitable Revolutions: The United States in Central America, Norton, 1983.
- Lester Langley, The United States and the Caribbean, University of Georgia Press, 1980.
- Richard Alan White, The Morass: United States Intervention in Central America, Harper & Row, 1984.
- Economics: W.R. Cline and E. Delgado, Economic Integration in Central America, The Brookings Institution, 1978.
- Human Rights: Testimonies concerning torture and repression can be found in reports issued by Amnesty International and the Commission on Human Rights of the OAS, as well as the United Nations.

Attachment A

EVALUATION OF INTERNATIONAL MODULE  
 U.S. Foreign Policy: Focus on Central America

For questions 1-7, please circle the answer that most closely reflects your view or opinion.

1. The instructions for completing the research report were clear and helpful.  
 strongly agree    partially agree    partially disagree    strongly disagree
2. My instructor was available and helpful to me with the research report  
 agree    disagree    did not seek help
3. The LRC staff provided adequate assistance in the research requirement of this module.  
 strongly agree    partially agree    partially disagree    strongly disagree
4. I found that the research report added significantly to my understanding of foreign policy and/or international relations.  
 strongly agree    partially agree    partially disagree    strongly disagree
5. I think that the use of examples focusing on Central America made the lectures and discussions of American foreign policy more meaningful.  
 strongly agree    partially agree    partially disagree    strongly disagree
6. As a result of my experience with this instructional unit on Central America, I expect to pay a good bit more attention to items in the news about this area.  
 strongly agree    partially agree    partially disagree    strongly disagree
7. I have a good understanding of the goals or objectives of this module.  
 strongly agree    partially agree    partially disagree    strongly disagree
8. I believe that the instructional unit might be more successful in achieving its objectives if the following changes were made:

Thank you!

(For PIE Project, see note at bottom of page)

PLS 212 United States Government II

Spring, 1991

Richard Lacy

Office 312-B; Phone 371-3316

#### I. Course Description

PLS 212 is the second part of a two semester course on the American political system. It focuses on the various means of citizen participation, the policy making process, and both foreign and domestic policy issues. (Note- a copy of the Course Outline is on file in the Division Office, Room 201-R.)

#### II. Specific Objectives

A list of specific objectives (study questions) will be distributed for each unit of study, and you are encouraged to use them as reading and study aides. Tests will be based primarily upon these objectives.

#### III. Text and Other Learning Resources

The text is Thomas Patterson's The American Democracy (see part IV for a reading schedule.) Other resources will include handouts, lecture notes, audio-visual materials, supplementary readings, daily newspapers, political programming on television, and the student study guide (optional).

#### IV. Course Content

		Chapters
WEEKS 1-3 (1/14-2/1)	Citizen Participation I TEST: 8,15,9,10	8,15,9,10
WEEKS 4-6 (2/4-2/21)	Citizen Participation II TEST: 11,12,13,14	11,12,13,14
WEEKS 7-10 (2/25-3/29)	The Bureaucracy and National Security Policy TEST: 22,23,28	22,23,28
WEEKS 11-15 (4/1-5/6)	Domestic Policy TEST: 26,27, 6,7,supplement	25,27,6,7 and state govt. supplement

#### V. Evaluation/Method for Determining Final Grades

Option 1		Option 2	
Tests (4) **	600	Tests (4)**	500
Written Essays (3)	200	Written Essays (3)	200
Quizzes (best (best 4)	100	Project paper	200
Class participation*	100	Class participation*	100

\*Class participation includes regular attendance, participation in class discussions, and completing optional assignments.

\*\*For those students who (1) do not miss more than 4 classes for the Tues./Thurs. sections or 6 classes for the Mon /Wed./Fri.sections, and (2) take all four tests as scheduled, only the best 3 of the tests will be averaged. Please note that my attendance records will apply, and it is important that students who enter class after roll call inform me after class of their tardiness. Three tardy days will be considered as one absence, for purpose of this policy.

Grading scale: A=900-1000; B=800-899; C=700-799; D=600-699; F= below 600

Mid-term assessment: will be made available for each student by the end of the eighth week of class (3/8/91). This evaluation will reflect tests, quizzes, and class participation.

Note: To implement my PIE project, "U.S. Foreign Policy: Focus on Central America," Option 1 will be deleted so that each student will complete the research paper requirement under "Teaching Strategies."

BUS 100  
INTRODUCTION TO BUSINESS  
INTERNATIONAL MARKETING MODULE

By Joyce H. Wood  
Northern Virginia Community College

## MARKETING

## INTERNATIONAL ELEMENTS

This module is one of four coordinated modules developed through the combined expertise and efforts of four Virginia Community College System Business Management Faculty/Project International Emphasis participants Lois Bradley, J. Sargeant Reynolds Community College; Jerry Chaney, Southside Community College; William Pogue, Professor of Business Administration, Eastern Shore Community College, and Joyce Wood, Program Head of Business Management, Northern Virginia Community College.

The group has representation from the largest, the smallest and two intermediate community colleges. Each module has been developed to serve a dual purpose: 1. For use conjunctively with the other three modules to infuse international elements into BUS 100 -Introduction To Business and 2. For use as a separate module to infuse international elements into a course addressing an area of concentration (in the instance case - marketing). It is expected that these four modules will provide considerably more materials and a greater diversity of materials for the internationalizing of BUS 100 than could be used and thus will provide each user of these materials the opportunity for tailor-making the internationalizing of her/his own BUS 100 course. Further, it is expected that the materials provided in each of the four individual modules are adequate for flexibility when a module is used alone for a course in its specific area of concentration. The four modules covered are - Marketing (Joyce Wood - NVCC); Organization

and Management (Lois Bradley - JSRCC); Accounting and Finance (Jerry Chaney - SSCC); Small Business and Law (William Pogue - ESCC).

It is expected that no one user will wish (or be able) to use all materials made available in this set, but that each user will find the provided materials helpful in internationally customizing her/his course.

Submitted by: Joyce H. Wood, Program Head,  
Business Management and real Estate  
Northern Virginia Community College  
Alexandria Campus  
3001 N. Beauregard Street  
Alexandria, VA 22311  
(703) 845-6313

## INTERNATIONAL MARKETING MODULE

## I. Marketing Fundamentals

1. Marketing concept - based on the belief that a company must find out what the customer wants before providing a good or service. The customer is king.

A. Mattel marketed the American Barbie doll in Japan with little success. They sold the licensing to a Japanese company who shortened the doll to 5 1/2", changed the hair, figure and face to an oriental look. The doll was a phenomenal success because they delivered what the customer wanted. Marketers cannot assume that customers in all countries want the same products.

B. McDonald's has adapted the recipe for its burgers to please the Japanese palate. They sell beer in their German restaurants. In giving the customer what they want, they have created a larger following in Hong Kong by selling tropical flavored shakes.

1Q. Have the student write a one minute paper on the marketing concept.

2. Consumer Behavior - The way consumers go about making their purchase decisions in the marketplace. This decision making varies from culture to culture.

A. Linear thinking Westerners, mainly northern European descendants, like to get straight to the point. Easterners, Africans, Arabs, and people from Latin



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countries are looped thinkers. They want to get to know you, see you, and touch you before they make a business deal. Lets examine the following dialogue:

Mr. Johns - American - We need to finalize the carpet contract today as I have to catch a plane at 5 p.m.

Mr. Kahn - Afghanistan - Where were you born Mr. Johns?

Mr. Johns - I was born in Chaffee, Missouri, now about this contract. (What does this have to do with anything?)

Mr. Kahn - What did your father do?

Mr. Johns - He was a farmer? (This guy doesn't want to do business)

Mr. Kahn - Why aren't you a farmer? (Why wouldn't this man be a good son and follow in his father's footsteps?)

Mr. Johns - I hated farming and everything it represented. I couldn't wait to get away from Chaffee so when the Vietnam war started I joined the military. But you don't want to hear my life story. Let's get down to business. (What does this guy want?)

By this time if Mr. Johns was culturally sensitive he would know that this contract will never be signed. Mr. Kahn thinks that he is unreliable and that if he ran away from his own father then he'd run away from him.

2Q Question students as to how this contrasts with the way Americans would feel about Mr. Johns. They would admire his individuality and independence, cultural attributes of Americans.

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8. Nonverbal language is used in cultures to communicate, especially high context cultures. In the Orient women are likely to giggle when they are embarrassed, if you as a Westerner did not know this then you would often think that people were making fun of you. In Arab countries and in Latin American countries people like to stand close to you. In the US we require a psychological distance of 4 to 6 feet. Slavs like to show affection, often by kissing a business partner on the lips even those associates of the same sex. We Americans like direct eye contact when talking to people but we avoid direct eye contact with strangers on the street. The following case will illustrate nonverbal language.

#### Getting Started.

Case: The novice can be devastated by the unexpected cost of a foreign venture. One businessman learned the hard way. When the Saudi government announced that it was going to invest several million dollars in modern communications technology, he went to Riyadh to "get something going." His plane fare and expenses for a week were projected to be \$3,700. He arrived on a Monday, checked into his hotel and began making phone calls to the "obvious points of contact." To his surprise, he could not track down anyone to see regarding his business. By Wednesday he discovered that most offices were closed on Thursday afternoon and on Friday, the Islamic day of communal prayer. There was nothing he could do but extend his stay and hope for better luck next week.

Eventually he made several appointments, but no one seemed impressed by his company's credentials. In each case he was frustrated by hour-or-more waits, interrupted meetings, endless cups of coffee, and instructions to "come back another day." He was particularly unsettled by the Arab habit of straying from the subject. His lack of progress led his colleagues back home to become suspicious about his activities. After a month he ran into an old Army buddy who introduced him to the basic rules of Saudi etiquette and how to do business with the Arabs. He was horrified to discover

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that he had repeatedly insulted his contacts by his thinly disguised impatience, refusal to take coffee, rush to talk business, aggressive selling, occasional swearing, exposing the sole of his shoe when sitting on the floor, and even when he conversationally asked an Arab official about his wife. By now the trip had cost well over \$13,000 and he had only established himself as an arrogant, rude and untrustworthy American. He learned too late the three secrets to successful business in Saudi Arabia: patience, relationship building, and respect for the Arab and his ways.'

- 2Q Have students role play a business conversation (selling hot dogs) to a person from Mexico and to someone from Iran. The seller should be American. Finally, have them sell to a German.

Note: Pork hot dogs would be verboten to a Muslim but let students come up with this fact.

3. MARKETING RESEARCH - The American Marketing Association defines marketing research as "the systematic gathering, recording and analyzing of data about problems relating the marketing of goods and services.

A Sources for gathering data include company data which can be difficult if a company is entering a new market with a different culture. For instance, Toys "R" Us intends to open up over 300 stores in Europe during this last decade of the century. Are their internal records of what toys sell well in the United States going to be applicable to France and Italy?

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<sup>1</sup> Going International by Lennie Copeland and Lewis Griggs, Nal Penguin Inc., 1985.

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B. Secondary data is gathered from other sources and was gathered for purposes other than those that are immediately at hand. An example of the use of secondary data is the Environmental Scan that is included on the country of Taiwan. See attached.

3Q What would be the size of the kids market in France for the year 2000? How would this be applicable to Toys "R" Us and where would the student find the information? A good source would be WORLD POPULATION issued by the U.S. Census Bureau.

C. Primary data is data collected to solve a particular problem. Proctor and Gamble failed to do some of their marketing research and had problems in Japan until they did do their Marketing research homework.

Among P & G's largest and most important international market is Japan. And it has not always done well in these markets. For example, as P&G executives acknowledge, the firm has encountered various difficulties in the Japanese market. The Pampers diapers originally sold in Japan were the same version marketed in the United States. P&G did not understand that Japanese mothers desired cloth diapers and considered domestically made ones to be superior in both comfort and absorbency. P&G also made a mistake in Japan when initially promoting Cheer laundry detergent as effective in all water temperatures. The company did not realize that Japanese people typically wash clothes in cold water - so they had little or no interest in an all-temperature detergent.

But Procter & Gamble has worked hard to correct its missteps. Today in Japan, the firm markets an improved superabsorbent diaper and a reformulated Cheer (with "cold water" cleaning ability). There is also more use of Japanese personnel, so that P&G can better read cultural values. Pampers has a 23 per cent market share (versus 50 per cent for Japan's Kao Corporation, which offers consumers three different brands), and Cheer is one of the company's best-selling products in Japan.

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Nonetheless, Kao attracts one-half of the Japanese detergent market. Kao's Attack brand detergent is so concentrated that a small easy-to-carry package contains enough detergent to wash 60 loads. P&G is in the process of introducing Ariel, its leading European detergent brand, in Japan.<sup>2</sup>

Market research is not always correct. The Sony Corporation researched the sale of a small tape machine that did not record. The study showed that Americans would not buy this machine because it would not record. The President of Sony decided to go against the research and sold the Walkman in America. It was a phenomenal success and he was a hero because in the end, executives are paid to make decisions. Research is only an aid to decision marketing, albeit an important aid.

- 3Q A good test question would be to ask the students to contrast the differences between secondary and primary data gathering in a country like Spain. The question is will hot dogs sell in Spain?
4. MARKET SEGMENTATION - This divides markets into groups (target markets that have similar characteristics).
- A. Demographic segmentation breaks down the market on such characteristic as age, income, sex, education and occupation. In Mexico it has been found that blue collar workers and their families cannot afford to eat at McDonald's thus they are targeting young, affluent customers in their advertising for that country.

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<sup>2</sup> Evans Joel R. and Berman, Barry, Marketing, New York; Macmillian Publishing Co., 1990, Fourth Edition

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- B. Geographic segmentation looks at where people live. In many third world countries there is a lack of electricity. Thus, there is a real need for a hand cranked wringer washing machine. In tropical countries it is often difficult to sell chocolate bars because refrigeration and air conditioning are scarce and the bars melt. The author of this module has noted that M&M's seem to sell well in some of these situations.
- C. Psychographic segmentation looks at lifestyles, demographics, and lifestyles. In England, the home paint market was divided into four psychographic segments. The first was the harassed homemaker where ease of use and cleanup was stressed. The second group were handy helpers that like to do chores around the house. Variety of paint and visual affects could sell paint to this group. The category of craftsman was sold on the basis of quality. The last group of young cost conscious couples learned that painting a room was the most inexpensive way to get a maximum aesthetic change.
- 4Q People in thailand use a black shampoo on their hair. If your company wanted to market a new black shampoo to them, would this be demographic, geographic or psychographic segmentation? Certainly, it would fall into demographic and geographic. Could you get them to use an American shampoo that is green in color?

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II. THE MARKETING MIX-PRODUCT, PRICE, PLACE AND PROMOTION - This is a good time to introduce the attachment called "The International Business Plan" The steps that pertain to marketing are given on this handout.

1. PRODUCT - A good or service that is offered by a firm to a customer.
  - A. Should the product go global? With globalization, people around the world are becoming more homogeneous. The distinctions between markets are fading, look at products like Coca Cola and Levi's Jeans. These are products that are used and sought after throughout the world. In deciding if a product should go global here are some criterion to consider.
    - a. Are there similar markets for my product? What countries would be interested in buying tulip bulbs from Holland? Could they grown in Iceland or Brazil?
    - b. Is there homogeneity in the product, image and advertising or will it have to be changed to sell from country to country? Would many countries identify with our American television advertisements for basketball shoes?
    - c. Is the product suitable for world consumption? Would Ole South's Pork Barbecue be suitable for distribution in the Mid-East?



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- d. Do world customers think and shop alike? Gold Jewelry is sold in vending machines on the streets of Tokyo. Most American stores keep gold jewelry under lock and key. These means that in the U.S. a salespersons' help is needed, so rather heavily advertised pieces are not an important part of the American jewelry market. Advertised fad and fashion pieces may do better in Japan but only if they are first quality.

B. Strategies for Products going into world markets.

- a. Product extension means that there are no special provisions made for the product when it enters a new market. Pepsi-Cola and successfully used this strategy in marketing its products all over the world.
- b. Product adaption involves modifying the product to meet the conditions of the new country. The huge Swiss conglomerate Nestle's sells different varieties of coffees in various market. Clothing designed from Americans has to be modified to sell in Oriental markets where the women are more petite than their American sisters.
- c. Product invention involves creating a new product to meet a need in another country. Third countries need low cost high-protein foods and companies have



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experimented with soy products and kelp products to meet some of these needs.

- 1Q What things would you need to consider if you were to open a video rental store in another country? How would you vary it from your local rental store?
2. Place - This is the place where a good or service is available for sale to middlemen and ultimate consumers.
- A. A Channel of Distribution is manufacturer to wholesaler to retailer to ultimate consumer. This is a long channel used for intensively distributed goods in the U.S. A channel for terra cotta flower pots that are made in Italy may be the Manufacturer to Exporter to Retailer in the U.S. Channels of distribution vary in other countries and they need to be understood by the companies entering the market. Physical barriers like rivers and mountains, climatic conditions, time and distance restrictions still apply but are usually not the obstacles that they used to be. Today the continuity of the Japanese distribution system which is culturally and traditionally driven are more important considerations. How do you distribute your goods when people have traded with each other for generations and consider dropping a product a lose of face to their family? In third world countries physical distribution is often a problem. How do you get products up the Andes Mountains in Chili? Is

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fresh milk from America a possibility for the Philippines or must it continue to be canned or powdered because of distance and cost?

- B. Franchising is a form of licensing where a company gives another legal entity the right to do business in a certain manner. McDonald's is the world's largest franchise operation. This is often a desirable way to do business in a foreign country because the franchisee may be a national in that country and will be more successful in setting up and running a business in that country. The new Moscow McDonald's is owned by a Canadian firm but they are wildly successful with their 1800 seat restaurant, the largest McDonald's in the world. The Russians disassemble the hamburgers to eat them.

The following illustrates how Domino's is expanding their role in the international market.

DOMINO'S DRIVING HARD FOR INTERNATIONAL SUCCESS - Depending on the product, international franchising can be an extremely effective market entry method. The phenomenal international expansion of some well-known food chains illustrates the potential of franchising as a method of expanding into new markets while retaining the very elements of one's success: consistent products and services. Following this recipe, Domino's Pizza, the \$2 billion U.S. pizza delivery king, has already made impressive strides exporting its marketing concept to the rest of the world. It has 235 stores in 10 countries outside the United States and is aggressively aiming at further international expansion. Underlying this growth is Domino's unique commitment to developing its own managerial talent.

Domino's approach to international expansion mirrors its expansion policy in the United States. The company is privately held, and only qualified individuals who are already working for the company are granted franchises. Thus, initial

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entry into a foreign market is based not only on a country's market potential but also on the existence of eligible individuals for the promising area.

To qualify for a domestic or an international franchise, the employee must be in an existing store as a manager or supervisor. In order to attain this level, the individual must have completed six months as a manager in training (MIT) and six classes - management basics, cost management, people management, dough management, sales building, and on-the-job training. After MIT, the person must successfully manage an existing unit for no less than one year. Once these requirements have been met, individuals are eligible to apply for a single franchise. Subsequent store applications are granted based on the first unit's performance. Before a foreign franchise is awarded, the potential franchisee must answer an extensive market research questionnaire, which ensures that the candidate has done the necessary homework. Besides the obvious operating and marketing questions (for example, How many pizza establishments exist? Do they deliver? Do people accept home delivery?), the survey also asks: Does the country promote entrepreneurs? Will the concept of "hustle" translate? <sup>3</sup>

2Q Canada has over 9000 U.S. franchises while Mexico has only around 600. Why do you think there is such a discrepancy between our two immediate neighbors?

3. PRICE - The cost of the product or service to the purchaser.

#### Pricing Objectives.

a. Market Penetration Objective - This is when a company sets the price low enough so that most people in the market can afford your product. McDonald's has practiced this strategy in the United States but is unable to offer a low cost beef burger in a country like Japan where beef is imported and

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<sup>3</sup> Chris Matthews, "Domino's Driving Hard for International Success," Business International, September 19, 1988, 285-286.

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costly. Nestle's tries to keep their candybars inexpensive so they can sell their products worldwide. In some poor South America countries, cigarettes are sold individually or in packs of five so more people can buy them.

- b. Market skimming objective - This is when a company targets only buyers who can afford to pay a high price for the product. Rolls Royce is the compleat example of this strategy. Mercedes Benz practices this strategy in the United States. Estee Lauder cosmetics command high prices in European and Far Eastern countries.
- c. Dumping - This is when manufacturers price their products lower for the foreign market than for the home market. There may be many reasons for this including more competition abroad or as a dumping ground for surpluses. The U.S. considers dumping to be illegal in many instances because it creates unfair competition for domestic products.

3Q Are inexpensive silk clothes from China dumped on the U.S. when we have no indigenous silk industry?

Note: They are not because they are not legally hurting U.S. competition.

- 4. Promotion - The process of a companies stimulating demand for its product or service.

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- A. Advertising is nonpersonal paid for presentation of ideas, goods or services by an identified sponsor. This includes the print and broadcast media. For instance, Time magazine has 133 editions allowing advertisers to reach many countries in the world. Time is truly a global medium.
- B. Communication Adaption is when you leave a product unchanged by modifying the communication. For instance, in this country American bikes are promoted for their pleasure qualities. In many countries like China, they are used as a basic mode of transportation and must be promoted as such. In 1984, the Parker Pen company marketed their products worldwide with a "One World, One voice" campaign. The campaign failed because it failed to note national differences.
- C. Dual Adaption involves changing products and the promotional campaign. The National Cash Register company did a backwards invention by developing and promoting a crank operated cash register for use in less developed countries like those in the Orient and Latin America. This strategy is expensive but can payoff where large volume sales are involved.
- 4Q Some test questions.
- 1) What is the difference between Communication Adaption and Dual Adaption?

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- 2) U.S.A. Today has European and Oriental editions. is it an example of global media?

D. Communication problems in the international arena abound. Below are some examples.

- a) Labels on packages often have to be bilingual or repackaged for each country with a new language. Metric measurements can be a problem in the U.S. and the United Kingdom.
- b) In Mexico, the now defunct Braniff Airlines advertised that customers could sit in comfortable leather sits; this translated "sit naked."
- c) Maxwell House advertised their "great American Coffee" in Germany. The Germans think American coffee is insipid. This was not a smart move.
- d) Brand names can be difficult in a world market. Flic Pen Corporation would have problems in France as flic connotes something between "cop" and "pig".
- e) Companies can find new meaningless names to minimize translation complexities. The Kodak Co. did this in the nineteenth century. Exxon and Sony are more modern examples. This is called transparency.
- f) Transcultural involves using a foreign name for a brand, many gourmet American ice creams have

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foreign sounding names, especially Scandinavian and Italian. All Vodkas should sound Russian, while chocolates should sound Swiss.

- 4Q Wines from California often use names that sound like wines from what country? Why do they want their wines to sound French?

## AN ENVIRONMENTAL SCAN OF TAIWAN

The island of Taiwan the Republic of China, was formerly called Formosa which means beautiful island. It is roughly shaped like a tobacco leaf and is a mere 160 kilometers from the Fuchien province of mainland China. A flight to Hong Kong takes one hour, while Japan and Korea require a two-hour flight.<sup>1</sup> The maximum length of the island is 394 kilometers and the maximum width is 144 kilometers. It has extremely high mountains for such a small island. The highest is Jade Mountain at 3950 meters, which makes it higher than Japan's Mt. Fuji.<sup>2</sup>

A combination of the postwar baby boom and an increase in life expectancy has served to move the population of Taiwan past 19 million people. It has the most dense population in the world. There are 546 persons per kilometer.<sup>3</sup> Government programs for family planning and increased financial security have slowed the population growth to 1.1% per year. In 1952 this was at 3.3% and in 1972 at 2% per year. The non-agricultural population went from 43.9% in 1952 to 83% in 1986.<sup>4</sup> The infant mortality rate has gone from 91% in 1952 to a low of 7% in 1986.

The per capita income in Taiwan was \$70 United States dollars at the close of World War II. In 1987 it was up the \$5000 U.S. dollars. Over the past thirty years the real GNP grew

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<sup>1</sup> Storey, Robert. Taiwan, pg. 13.

<sup>2</sup> Storey, Robert. Taiwan, pg. 13.

<sup>3</sup> Chang, Pei-Chi. Education and Economic Devopment in Taiwan, pg. 1.

<sup>4</sup> Wei, Yung. Striving for a Future of Growth, pg. 5.



at the average rate of 8.9 percent per annum and the real per capita GNP grew at 6.4 percent.<sup>2</sup> This is why the economy of Taiwan like that of South Korea is considered to be an economic miracle. Next to Japan it has the highest standard of living in the Southeast Asia region. There are 563 motor vehicles per 1000 population. Of course, many of these vehicles are motorcycles. There are six million of them on this tiny island. The island boasts 311 telephones per 1000 population. In the United States there are 700 per thousand and in Italy the number is 450 per thousand.

The people of Taiwan are heavy television users because they own 1062 sets per one thousand people as opposed to 600 set per thousand people in the United States. In Italy the number per thousand is 250. The per capita daily calorie consumption is 2,874. The diet is Chinese food but American fast food restaurants have made real inroads with Taiwanese teenagers, much to their parents chagrin.

The income distribution in Taiwan is better than in most Asian countries. The top twenty percent of families make 38.2% of the income, much like in the United States. The next twenty percent account for 22.6% while the lowest twenty percent receive only 8.3% of the GNP. This does mean that there is a definite middle class in Taiwan as opposed to just the rich and poor as is seen in so many developing countries.

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<sup>2</sup> Kuo, Shirley. Post-War Economic, pg. 2.

The literacy rate of people 6 years and older has increased from 45 percent in 1946 to 92 percent in 1986. Over this period, the percentage of school-age children in primary schools increased from 78.6 percent to 99.9 percent. In 1968, nine years of compulsory education was mandated by the government. Over the 1966-86 period, the percentage of senior high-age youths (15-17 years old) increased from 28.3 per cent to 72 percent. The college-age youth (18-21 years) increased from 11.3 percent to 28.3 percent. \* Like their South Korean and Japanese neighbors, the Taiwanese place great emphasis on academic achievement. The primary, junior high, and high school students are expected to spend all of their spare time on homework. They do not participate in many sports nor do they hold outside jobs. They are expected to study so that they can pass the exams to enter the national universities.

Many of the brighter students are sent to the United States to study and earn their doctorates. England has recently become a popular place to study. This exodus of students to other countries has created a bit of a braindrain in the Republic of China.

Housing construction in the last three decades has been successful with about 90 percent of the houses built in Taipei City being built after World War II. Living space per head increased from 4.6 meters in 1949 to 19.5 meters in the 1980's. The widespread diffusion of public utilities have brought benefits

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\* Kuo, Shirley. Post-War Economic Development, pg.22.

to even the poorest and most isolated families on the island. The households equipped with electric lighting grew from 33% in 1949 to 99.7% in 1986.

The speed of urbanization in Taiwan has been high over the past three decades. In 1952 the urban population accounted for 48 percent of the total population. By 1980 this had risen to over 70 percent. This is one explanation for the economic miracle of Taiwan. The dense population has made up for the lack of natural resources on the island. Only one quarter of the land is arable so they are able to do much better in manufacturing than in agriculture or other fields that require natural resources. Instead their greatest natural resource has been cheap labor. These workers live in cities. In fact, three million people live in the capital city of Taipei.

The unemployment rate is only two percent and in fact was only at 4% back in 1960. Many of the unions in Taiwan have been controlled by the government or by employers. Since the government freed itself from martial law in the mid-1980's, several strikes have occurred. The Taiwanese worker is getting better educated and wants a higher wage and a job that is more satisfying than an assembly line job. The employers in Taiwan are looking at the developing countries around them like the Philippines and Caribbean countries for cheap labor sources. Their own people will soon be too expensive to maintain their competitive advantage on the basis of cheap labor alone.

This is reflected in the fact that Taiwan's number one export product is now electronics as opposed to the more labor intensive textile industry which is the number two export product. The country is looking toward an upgraded textile industry that will compete on the basis of quality rather than price.

Export trade is so important to Taiwan that it accounts for about 60% of the nation's GNP. Contrast that to about 7% in the United States. Taiwan does about one third of their export business with the United States. In 1987, they had a 16 billion trade surplus with this country and about a 20 billion total trade surplus. They are the fifth largest trading partner with the United States. The Taiwanese government has actively supported a "buy American" campaign. They have lowered tariff rates on most industrial products an average of 55% and the rates on most such products are now below 15%.<sup>7</sup> The government and private industry have worked together to stop the counterfeiting of intellectual property. The counterfeit goods are not as visible in Taiwan as opposed to several other Southeast Asian countries because of this campaign.

The religions of the country include Buddhism and Taoism. Around 5% of the population is Christian. The Confucian philosophy and influence are much felt in the work ethic and lifestyle of this hardworking and enterprising people. Mandarin Chinese is their official language. More than half of the

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<sup>7</sup> In-jaw, Lai. General Remarks on Tariffs, pg.1.

population speak Taiwanese at home. English is required from junior high school on since these people are determined to become a force in the world. They want success in the world almost as much as they dream of reunification with a non-communist mainland China.

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## The Marketing Steps In

"The International Business Plan" by Gerald M. Hubbard

### International Skills.

Contains four steps which identify key personnel in your business, identifying international consultants and advisors, completing an international skills matrix, and determining how to address needed skill areas. The skills/knowledge matrix contains 13 different items of which the three most important are geography, language, and culture.

### Products/Services.

Describes identifying products to be offered internationally and evaluating the products to be offered internationally. For example, the owner needs to answer "What makes the products unique and why will foreign buyers purchase the products from you?"

### Targeting Markets and Customers.

Determining which markets offer the best prospect for export sales, determining projected sales levels, identifying customers

### Competitive Analysis.

Asks that the owner identify one major international competitor in each target market and compare your international business to the competition.

### Marketing Strategy.

Requires you to define your pricing strategy, define promotional strategy, and customer services.

Sales Forecast.

Forecasting sales of your product is the starting point for you financial projections. This section assists the owner in developing sales forecasts for a five-year period for different markets.

Cost of Goods Sold.

Calculating the five-year cost of goods for each market is critical.

MODULE  
for  
INTERNATIONAL EDUCATION

BUS 150  
PRINCIPLES OF MANAGEMENT

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CURRICULAR COMPONENT  
for  
BUS 150

CURRICULAR COMPONENT

This curricular component for BUS 150 is a 3-hour module to be inserted into the regular 3-credit course.

COURSE TITLE

BUS 150, Principles of Management.

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GOAL

Upon completion of this module the student will be able to discuss why and how management practices need to be adapted to cultural differences and other environmental factors when operating as a multinational organization.

OBJECTIVES

1. The student will be able to identify economic factors that impact business conducted in other nations.
2. The student will be able to identify and explain political-legal factors that increase the complexity of doing business in other nations.
3. The student will be able to identify and discuss attitudes and perspectives that are shared by individuals from a specific country and how they shape their behavior and form a national culture.
4. The student will be able to identify and discuss various methods of entry into the international market.

## OUTCOMES

It is often said that Americans suffer from parochialism--that we have a narrow outlook and fail to recognize that other people have different ways of living and working than ours. A poll conducted by the Gallup Organization revealed that Americans ranked among the bottom third in an international test of geographic knowledge, and those aged 18 to 24 came in last! While many Europeans speak three or four languages, including English, Americans seem to feel it unnecessary to learn any language other than our own. However, multinational corporations are on the rise. Many students who study management in the United States are likely to find themselves working in a foreign country. Since a knowledge of the differences in culture and other environmental factors is vital to successfully compete in a global market, this module attempts to infuse into the existing course a brief study as outlined below. The outcome of this study will include a knowledge of differences in laws and customs from country to country and an awareness of the impact international business has on the lives of people. An additional outcome, and perhaps a greater one, will be a broadening of perspective and a greater vision on the part of the student.

## CONTENT OF COMPONENT

This component will consist of lecture, class discussion, case study, and individual research. Films and guest speakers will be utilized.

### Sample lecture themes

A multinational firm is one that has operations that cross national borders. How many American multinational firms can you name? (Exxon, IBM, Ford Motor Company, Proctor & Gamble, and others)

A multinational firm is going to face different political systems, laws, and customs. Labor costs will vary; market opportunities will differ.

The multinational manager will face economic concerns that managers who operate in a single country do not. (Discuss and give examples of the following:)

1. fluctuating exchange rates
2. tax policies

The multinational manager will face political-legal factors in the conducting of international business. (Discuss and give examples of the following.)

1. trade barriers
2. unstable governments (war; nationalizing industries, etc.)
3. differences in worker's rights
4. laws pertaining to bribery

Cultural factors probably provide the most potential problems for multinational managers. Approximately one-third of all expatriate managers fail in their foreign assignments, and failure to understand their new culture is undoubtedly a primary reason. A few examples follow, but many more can be found in literature listed in the bibliography.

1. What's in a name? While in the United States our surname comes last, in Chinese the surname comes first. Failure to realize this can cause a gaffe.
2. When is ok not ok? The American 'ok' sign that we are all familiar with is in some cultures an obscene gesture.
3. Your practice is to take a bottle of fine wine when invited to dinner? Avoid this in most Arab countries.
4. Like to put your feet up? Don't expose the soles of your feet in the Arab world. This is an insult. And never point at or beckon to an Arab--they use the latter gesture to summon dogs.

Some of the things you should do before going on a business trip to another country are the following:

1. Learn a few key phrases in that country's language.
2. Become familiar with the code of dress in that country.
3. Familiarize yourself with religious taboos of that country.
4. Know how to greet someone properly.
5. Know what kind of gift is appropriately given to whom and when.
6. Learn about punctuality in keeping both business and social engagements.
7. Know the way people refer to their own country.

#### Implications for the International Manager

Cultural factors will influence the way decisions are made and the leading styles of the managers. Accurate planning is very dependent on the legal and economic environments. The more unstable the environment, the shorter the time frames managers will use. Even the organizational structure of the company will be affected by culture--whether to centralize or decentralize.

1. Individualism vs. collectivism
2. Power distance
3. Uncertainty avoidance
4. Masculinity vs. femininity

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<sup>1</sup>Adler, Nancy J., International Dimensions of Organizational Behavior, pp. 46-48.

### Methods of Entry into the International Market

1. Licensing
2. Exporting
3. Local warehousing and selling
4. Local assembly and packaging
5. Joint venture
6. Direct foreign investment

### EVALUATION OF STUDENT LEARNING

Evaluation of student learning during the module will include objective testing, case analysis, and a research paper which will be presented to the class in a formal or informal setting. The most up-to-date case study available will be used each year; therefore, an example is not included in this module. Sample test questions and an outline for a research paper are presented at the conclusion of this module.

### CONTRIBUTION TO COURSE AND CURRICULUM

The course, BUS 150, teaches the management functions of planning, organizing, directing, and controlling. It focuses on the solving of problems managers face as they attempt to achieve organizational objectives. The incorporation of a module on international business seeks to give an added dimension to the problems managers encounter in conducting business in an international environment. The course is required in the Management curriculum and its two specializations--Business Information Technology and Industrial Management. Approximately 100 people take this course each year.

### RESPONSE OF OTHER FACULTY

While it is premature to determine the response of other faculty to Project International Emphasis, I believe that those involved will be as supportive as I over the internationalization of our curriculum and the impetus for campus change.

## CONTRIBUTION TO INTERNATIONALIZATION OF COLLEGE CURRICULUM

This is the first course at this college to incorporate a module on international education as a DIRECT RESULT OF PROJECT INTERNATIONAL EMPHASIS. It may serve as a guide to other faculty who seek to do the same.

## TIMETABLE

This module will be used for the first time during the 1991 spring semester. It will be used each spring semester thereafter for a period of at least three years.

## AUTHOR'S NOTE

To successfully use this component, the faculty member should not only have a thorough knowledge of management theory and practice, but should have a sincere desire to develop in the student a global perspective and a desire to become involved in campus change.

## PRE-TEST

1. What is a multinational corporation? Give some examples.
2. What do you think motivates companies to engage in international business?
3. Assume you are promoted to manager in a company that conducts international business. How should you prepare yourself for such an assignment?
4. Suppose you are being sent to another country to conduct business for your company. Outline the skills and attitudes you would want to possess in planning for your new assignment?
5. Discuss whether the following statement is true and give reasons why or why not. "Good management principles apply equally from one country to another and there is no need to apply different practices anywhere in the world."



## POST-TEST

The following questions will be incorporated in a unit test which covers material other than the international module.

Place a T or F in the space provided to designate whether the statement is true or false.

- \_\_\_\_\_ 1. Because of all the tensions in the world, international business has shown a decline.
- \_\_\_\_\_ 2. Perhaps the greatest problem for the international manager is not knowing the language of the country he/she conducts business with.
- \_\_\_\_\_ 3. The use of sound management principles will lead to success in any country.
- \_\_\_\_\_ 4. Reevaluation of the dollar is an example of a political-legal factor.
- \_\_\_\_\_ 5. American companies abroad are not under the jurisdiction of the U.S. Foreign Corrupt Practices Act.
- \_\_\_\_\_ 6. Expropriation may be a threat to companies operating in unstable or unfriendly environments.
- \_\_\_\_\_ 7. Licensing is considered to be the most advanced stage in conducting international business.
- \_\_\_\_\_ 8. The lowest level of entry into international business is to form a joint venture with a company in a foreign country.
- \_\_\_\_\_ 9. A high level of uncomfortableness with ambiguity is reflected by a weak uncertainty avoidance.
- \_\_\_\_\_ 10. Of all the wealthiest countries, Japan has been rated the most individualistic.

## RESEARCH PAPER REQUIREMENTS

Each student will be required to research and write a paper as a guide to conducting business in a foreign country of their own choosing. The paper must include the following items in a descriptive narrative.

### The Country:

1. The capital
2. Language
3. Religion
4. Area (Mileage)
5. Topography
6. Population
7. Currency unit
8. Overview

### The Economy:

1. GNP per capita
2. Income per capita
3. Industries
4. Future prospects
5. Transportation

### Foreign Relations:

1. Relations with United States
2. Relations with other countries
3. Foreign trade

### Financial Institutions:

1. Central Bank
2. Other banks
3. Insurance

### General Information:

1. Chambers of Commerce
2. Foreign representatives in the United States
3. Cultural aspects
4. Tips for business dealings

STUDENT ACHIEVEMENT  
RECORD KEEPING SYSTEM  
(For entire semester course)

NAME \_\_\_\_\_

TESTS - 10 Points each	POINTS AWARDED	COMMENTS
Test 1 . . . . .	_____	
Test 2 . . . . .	_____	
Test 3 . . . . .	_____	
Test 4 . . . . .	_____	
CASE STUDIES - 5 Points each		
Case 1 . . . . .	_____	
Case 2 . . . . .	_____	
Case 3 . . . . .	_____	
Case 4 . . . . .	_____	
COMPREHENSIVE CASE - 15 Points	_____	
RESEARCH PAPER - 20 Points	_____	
ORAL PRESENTATION - 5 Points	_____	
TOTAL POINTS	_____	

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TITLE OF MODULE - COMPUTING in the 1990s, A Look at Today's Marketplace

TITLE OF COURSE - CIS 110  
Fundamentals of Computer Information Systems

FACULTY DEVELOPER - Robert L. Tureman  
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ABSTRACT - Students are faced with a changing computer field that is becoming global in nature. They must understand the groups involved, products available and become involved in active decision making skills concerning computer equipment. This module will give the student a tour of some of the major players in the computer marketplace, an analysis of what makes up a personal computer, and decision making skills to help them evaluate computer products. Although this is clearly internationalization for the course, terms such as "GLOBAL PERSPECTIVE" and others will be replaced with terms such as "MARKET PERSPECTIVE" in an effort to increase the relevance the student can see to their own work with computers.

#### DETAILS OF THE PROJECT

1. Student Learning Objectives for the Module - The following are a list of the objectives for this module:

After completing the CIS 110 unit of study COMPUTING in the 1990s - A Look at Today's Marketplace, the student should be able to:

- a. Identify several countries involved in the computer marketplace
- b. Identify American and foreign computer companies involved in the computer marketplace
- c. Demonstrate an introductory level understanding of the computer marketplace by answering several test questions
- d. Select resource materials that discuss the computer marketplace by completing a required student project
- e. Discover trends in the computer industry by applying library skills
- f. Apply problem solving techniques to the selection of a microcomputer system

- 2a. Brief Description of Content of this unit - The unit will present information about the Computer Marketplace, the components of a personal computer, who develops components, and how to function in the global computer market. Students are involved in the module by including methodology for them to use in deciding which computers to purchase and why. The module demonstrates to the student that the computer marketplace in general, and the personal computer in particular, is international. What follows is an outline of content of the module.

### COMPUTING in the 1990s A Look at Today's Marketplace

#### I. The Computing Marketplace of the 1990s

- A. Countries - Identify several major countries that are contributors to the computer marketplace. For each country, list the major computer products they import and the major ones that are exported. An overview newspaper or magazine article will be used as a resource.
- B. For each country, list two companies and give a brief description of each, including a major product that is offered on the market. For the product, include the intended market. If possible, companies that do extensive marketing in the United States will be used as example. A newspaper or magazine article about the companies discussed will be used as a resource.
- C. For each of these countries, identify what they expect as customers. An overview newspaper or magazine article will be used as a resource.
- D. For each of the countries, discuss research and development activities for computer products. An overview newspaper or magazine article will be used as a resource.

#### II. Who makes the Personal Computer?

- A. Identifying hardware - Disassemble a PC and record the names of the companies represented, the part they made and what country they represent. A diagram of the PC chip layout for the machine will be supplied to the students for reference.
- B. Identifying software - Talk about the developer and supplier of software for this machine.

- C. Identify the direct competitors of this machine and what those competitors do that give them an advantage in a foreign market.
- III. The implications for average people in the Computing Marketplace of the 1990s
- A. List for the students the decision making process for selecting a personal computer.
  - B. Provide students with a list of resources that can be consulted to help them keep up with trends in the computer market and products. An example would be COMPUTER WORLD.
  - C. Identify library resources that can help them find out about various computer companies and products.
  - D. Help the student answer the question "Which machine do I choose?" by referencing a publication on selecting a computer and magazines that list a number of retail purchasing options, such as the Computer Shopper.
- IV. Student Project - Have each student find two articles, one about an american computer product and one about an item produced by a company in another country. The student should write a brief (one paragraph) abstract about the article and turn in a copy of each with complete bibliographic information. This will get the student researching about computer products and also help the instructor expand his available set of articles for this module.



- 2b. Relationship of this unit to the course and curriculum - The module will be implemented in the CIS 110 course, which is the starting course for all CIS majors. In addition to majors, many other students take this course as an elective in their program. This unit will be presented in the course after basic skills and terminology have been presented and before programming. Many of the students have in the past used information similar to that presented in this module to help them purchase computers for their own use.
- 3a. Teaching Strategies - A lecture format will be used with a descriptive handout for each of the three content areas will be used. In addition, articles of particular interest will be shared with the class and possibly used as a handout. A personal computer will be taken apart and discussed, with a matching diagram supplied to the students. Finally, resources the student can use will be shown to the students as the decision making and research skills are being discussed.
- 3b. Methods of Evaluation of Student Work - Student work will be evaluated through the required project and several multiple choice test questions used on a regularly scheduled class exam.
- 4. Contribution of the Module to the discipline - The student will be a more informed consumer of computer products and better able to make effective decisions concerning choices in the computer marketplace first for themselves and possibly later for businesses. Also, the student will know resources available in researching computer developments and products.
- 5. Response of other Faculty - The project has been discussed and reviewed with other Project faculty and the final product reflects the incorporation of some of their comments.
- 6a. Contribution to Internationalization - This course is taken by many students at the college and will get them to begin to consider international products and options.
- 6b. Relationships to other courses - The module will present basic information that will improve students awareness when they get to other courses. In addition, the module might be usable in other courses, such as CIS 150 (Microcomputer Software) and CIS 228 (Microcomputer Architecture).



7. Description of the expected Instructor Skills required to implement the unit - It is expected that the instructor presenting this module would have
  - a) Commitment to the amount of time necessary to research new developments in the field to use as examples
  - b) Understanding of a PC to be able to take one apart and illustrate its international nature by identifying chips and companies
  - c) Understand the decisions making process needed to evaluate computer options
  - d) Time to find up to date resources for the module. The current resources are not included with this description because of the dynamic nature of the computer field. The developer will be happy to send a copy of all his current materials upon request.
- 8a. Time table for use of the component - The unit will be implemented in a Suffolk section of the CIS 110 course in the Fall of 1990. If all goes well, other sections of CIS 110 and possibly another course will be updated to use a version module.
- 8b. Plans for dissemination of the unit - The basic form of the project is available from PROJECT INTERNATIONAL EMPHASIS. The materials provided are in outline form and the instructor will need to do research to provide appropriate examples. If there is an interest, contact the developer and he will be happy to provide the latest detail of the module, including examples.
9. Resources - Because of the changing nature of the computer field, a current list of instructor resources and bibliography is available from the developer. It is anticipated that this list will be extensively updated every time the module is taught.
10. About the author - Robert L. Tureman is an Assistant Professor of MIS for Paul D. Camp Community College in Suffolk, Virginia. He holds the B.S. and M.S. degrees in Computer Science from Old Dominion University. He joined the College in 1983. He was a 1989 recipient in the Competition for Excellence sponsored by IBM, the League for Innovation in the Community College, and the AACJC. His biography has been included in the recent issues of Who's Who in the South and Southwest. He has had professional papers published by the ACM and the Small College Computing Consortium. He is a member of the IEEE Computer Society, ACM, and the ACM Special Interest Group for Computer Science Education. His computing interests include Software Engineering, Artificial Intelligence and Computer Productivity.

11. Course Outline showing implementation of the module - The following is the Course Schedule for the CIS 110 class. The references to chapters are from the text for the class, Computer Information Systems for Business by Mark G. Simkin.

<u>WEEK</u>	<u>TOPIC</u>
1	Class Introduction
2	Introduction to Computers Chapter 1 (Introduction to CIS) Chapter 2 (Overview of CIS)
3	Chapter 3 (History of Computers) Chapter 4 (Hardware) & Important Terminology
4	Chapter 5 (Computerized Input) Chapter 6 (Computerized Output)
5	Test #1 Chapter 7 (Data Communications) Chapter 8 (Secondary Storage)
6	Chapter 9 (Computer Files) Chapter 10 (Data Base Management)
7	Chapter 11 (Systems Software)
8	Chapter 17 (Computer Careers, Etc.) Chapter 18 (Computers in Society)
9	Test #2 Chapter 19 (Office Automation) Productivity Software
10	Today's Computer Marketplace (Chapter 19)
11	Computer Problem Solving Important Programming Terminology Chapter 14 (Pseudocode/Flowcharts) Structured Programming Techniques
12	Chapter 15 (Programming Languages) Appendix A (Programming with BASIC)
13	Test #3 Programming (continued)
14	Programming (continued)
15	Chapter 16 (System Analysis and Design)
16	Final Examination

THE INTERNATIONAL NATURE OF THE PAPER INDUSTRY

PROJECT INTERNATIONAL EMPHASIS

February 1991

Charles August Bartocci, B.S. (Paper Eng.), M.S. (Paper Sci.)

Dabney S. Lancaster Community College

Title of Curricular Component: The International Nature of the Paper Industry

Title of Course of Component: IND 171 - Introduction to Pulp and Paper Manufacture

Abstract: This module is designed to be used in an associate or bachelor degree pulp and paper program, as part of an introductory course, similar to IND 171. The module will include information on the international aspects of domestic legislation on the export of paper products, differences in paper usage between countries, and an overview of the fiber recycle markets overseas.

Institutional context: This is a required course for all three study paths, they are the Career Studies and One-Year Certificates as well as the Associate degree. IND 171 is normally offered during the first semester. Beginning classes have numbered as high as thirty students coming from an area within fifty miles of campus. The primary employer in this area is Westvaco, an integrated producer of bleached board and corrugating medium. Twenty percent of the mills' production is exported to overseas markets.

#### Goals, objectives, and outcomes

The student in this module will study the multi-national nature of the paper industry.

Upon successful completion of the module, the student will be able to:

1. Trace the development of papermaking from its' genesis in China, to Japan and the Middle East, then finally to Europe and the United States.
2. Identify the types of fiber resources used in overseas operations.
3. Discuss how domestic legislation effects the manufacture of paper in foreign countries.
4. Discuss how paper manufactures in other countries balance the need for fiber resources, employment, and the environment.
5. Explain the international nature of fiber recycling.

#### Teaching strategies

Each student will write a synopsis on three of the articles listed in the bibliography.

Additionally, guest lectures will be invited to class to talk about their foreign experiences, as they relate to the paper industry.

#### Contribution to the program curriculum

The nature of our business is international in scope, yet most students in the area find it hard to think about the paper industry as being outside of Covington, Va. This parochial attitude is not uncommon, even at four-year institutions. Some examples of this lack of understanding are: The bankruptcy of a paper mill because it purchased equipment, manufactured overseas for overseas markets, without considering what markets were being addressed; area natives unaware that twenty percent of the local mills' production competes and is successful in overseas markets; and finally that a nation's wealth is directly tied to the manufacture of paper. This module seeks to correct this damaging myopia that some of our students have.

#### Relationship to other course

IND 171 is the cornerstone of the entire two year educational program for pulp and paper at DSLCC. The international impact on our domestic manufacturing base is touched on in IND 276, Pulping processes; IND 277, Papermaking processes; and ENV 195, Environmental topics.

#### Authors' expertise for the development of this component

I received both my undergraduate, and graduate education in Paper Engineering at Western Michigan University. The paper school is highly regarded and because of this I had the opportunity to work with, and teach, people from different cultures. Greece, India, Taiwan, Japan, Peru, Bolivia, Mexico, and Canada were represented in a student body of just 200. The school also has a native of Greece and another from India on its' faculty. Additionally, I have presented several papers on the international impacts of paper manufacture on domestic fiber recovery.

#### Time table for use of this component

As Program Head, and sole instructor, this segment was included in the curriculum in the Fall of 1989, admittedly in several smaller lectures.

## Module Outline

- Unit I. Historical developments
  - A. A time before paper.
    - 1. The use of stone, hides, and plant mats to store and transfer knowledge.
  - B. Ts'ai Lun, and the role of Chinese bureaucracy.
    - 1. Movement of innovation East to Korea and Japan.
    - 2. Movement of innovation West to India and Middle East.
    - 3. Papermaking in a European context.
- Unit II. The Fourdrinier
  - A. Conceived in conflict.
    - 1. Reasons for labor strife in France.
    - 2. Legal troubles with the patents.
  - B. Early machine limitations.
    - 1. Inadequate drives.
    - 2. Inadequate water removal systems.
- Unit III. The European difference.
  - A. Fiber sources.
    - 1. Most pulp is purchased from non-mill sources.
    - 2. A large component is made from recycled fiber.
    - 3. There is very little timber available for pulp production.
  - B. The final consumer.
    - 1. The prevalent printing process is gravure.
    - 2. The lower standard of living means that less paper is consumed.

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INSTRUCTOR: CHUKS OGBONNAYA  
MOUNTAIN EMPIRE COMMUNITY COLLEGE

COURSE: Environmental Problems (ENV 220)

CATALOG DESCRIPTION: Studies the relationship of man to his environment, ecological principles, population dynamics, topics of current importance including air, water, and noise pollution, poisoning and toxicity, radiation, conservation and management of natural resources.

COURSE GOALS: ENV 220 is a course that is designed to introduce environmental problems associated with energy resource scarcity, acid rain, toxic and hazardous wastes, water shortages, massive soil erosion, global atmospheric pollution, and major environmental chemical accidents. All the articles that will be discussed in class will shed light on the problems and issues already mentioned. These articles will be used as sources for discussion and debate, so active participation will be encouraged. Students will be able to apply issues towards an understanding of the nature of the present environmental problems that beset the whole world.

NOTE: Students will be required to submit a term paper on "Global Greenhouse Effect". This will be due during the last week of classes. The paper should contain the following:

1. INTRODUCTION

- What is greenhouse effect?

2. INCREASES IN ATMOSPHERIC CO<sub>2</sub>

- How do human activities add to atmospheric CO<sub>2</sub>?

- How do natural processes affect the amount of atmospheric CO<sub>2</sub>?

## ABSTRACT

Chuks A. Ogbonnaya  
Mountain Empire Community College  
Global Environmental Problems

This module describes an international understanding of the world's environmental problems. It is intended primarily to acquaint students of Environmental Problems (ENV 220) embarking upon Associate in Applied Science Degree in Environmental Science with global understanding of environmental problems.

The articles that are contained in this module will shed light on our present Global Environmental Problems. The selection process will be aimed at including material that will be readily assimilated by the students. Every effort will be made towards an understanding of the nature of the environmental problems that beset us as a species, and how, with wisdom and knowledge and the proper perspective they can be solved.

**3. CLIMATE**

- How is increasing atmospheric CO<sub>2</sub> likely to affect the Global Climate?
- Can we see any evidence that the world is getting warmer?

**4. PLANTS**

- How is increasing atmospheric CO<sub>2</sub> likely to affect plants?
- How will scientists learn more about plant response to increasing atmospheric CO<sub>2</sub>?

**5. RESPONSES TO THE CHALLENGE**

- What can we do about increase in atmospheric CO<sub>2</sub> and its effect?

The term paper will be graded on neatness, discussion of the outlined issues, and five minutes presentation.

## COURSE UNIT DISPLAY

### UNIT 1      Population: People and Hunger

(Reading Assignments: Environment 88/89 Annual Editions)

**Goal:**      There will be five selections from this unit. The five issues will provide information on the problems of population. Also considered are the impacts of social and economic forces on the environment.

- 1.1      5 Billion and Counting
- \* 1.2      Human Wants and Misused Lands
- \* 1.3      A Crisis Of Many Dimensions: Putting Food on the World's Table
- \* 1.4      Beyond the Crisis in African Agriculture: Balancing  
Conservation and Development (Reading Assignment from  
African Farmer: NR 5: Nov. 1990)
- 1.5      State of The Earth: Is population control the key to preventing  
environmental deterioration. (Reading Assignment: Taking  
Sides; Clashing Views on Controversial environmental Issues,  
4th Edition)

\* Denotes International Components

**UNIT 2      Energy: Present and Future Problems**

**Goal:**      There will be six articles selected from this unit. These articles will consider the problems of meeting present and future energy needs. Alternative energy sources will be examined, as well as the dangers of nuclear power as shown by the recent reactor accident at Chernobyl, Soviet Union.

- 2.1      Nuclear Power After Chernobyl. (Reading Assignment from: Environment 88/89 Annual Editions)
- 2.2      Electricity's Future. (Reading Assignment from Environment 90/91 Annual Editions)
- 2.3      Making Nuclear Power Work: Lessons from around the world. (Reading Assignment from Environment 90/91 Annual Edition)
- 2.4      Converting Garbage to Gold: Recycling our materials. (Reading Assignments: Environment 88/89 Annual Edition and Taking Sides; Clashing Views on Controversial Environmental Issues, 4th Edition)
- 2.5      Ten Years of Fallout. (Reading Assignment: Environmental 90/91 Annual Edition)
- 2.6      Whatever Happened to Our Energy Alternatives? (Reading Assignments: Environment 88/89; 90/91 Annual Edition)

**\* Denotes International Components**

**UNIT 3**    **Pollution: The Hazards of Growth**

**Goal:**       Six selections and 3 films will weigh the environmental impacts of the disposal and control of toxic waste, agricultural pesticides, unwanted radioactive side products, and air water pollution.

- 3.1    Airborne Toxic Releases: Are Communities Prepared? (Reading Assignment: Environment 88/89 Annual Edition)
- 3.2    Echoes from the "Silent Spring". (Reading Assignment: Environment 88/89 Annual Edition)
- \* 3.3    Global Pesticide Threat: Is the Widespread Use of Pesticides Required to Feed the World's People? (Reading Assignment: Taking Sides - Clashing Views on Controversial Environmental Issues 4th Edition)
- \* 3.4    Transboundary Pollution and Environmental Health. (Reading Assignment: Environment 88/89 Annual Edition)
- 3.5    Is There a Cancer of Epidemic Due to Industrial Chemical in the Environment? (Reading Assignment: Taking Sides - 4th Edition)
- 3.6    Defining and Classifying Hazardous Wastes. (Reading Assignment: Environment 87/88 Annual Edition)
- \* 3.7    Video - How Wars End: The Present Chaos.  
           Film - Air and Sound Pollution  
           Film - Land Pollution

\* Denotes International Components

**UNIT 4 Resources: Land, Water, and Air**

**Goal:** Ten selections discuss the environmental problems of our land, water, and air resources. Despite environmental laws, serious problems combine.

- 4.1 Finding Enough Land For All: Bush-Fires: A Dangerous Way to Clear Land. (Reading Assignment: African Farmer Nr. 5: Nov. 1990)
- 4.2 Agricultural Land: Will There Be Enough? (Reading Assignment: Environment 88/89 Annual Edition)
- 4.3 Soil: We Can't Grow When It's Gone (Reading Assignment: Environment 90/91 Annual Edition)
- 4.4 Is There Life After Strip Mining? Slide Show: Environmental Impacts of Mining. (Reading Assignment: Environment 90/91)
- 4.5 Water: Not As Cheap As You Think - Water Shocks of the '80's. (Reading Assignment: Environment 88/89, 90/91 Annuals)
- 4.6 A Crisis of Contamination: Do we need new federal legislation to protect the future integrity of our ground water? (Reading Assignment: Taking Sides: Clashing Views On Controversial Environmental Issues)
- 4.7 Water Resources Problems
  - The Consequences of Polluting Water: Organic Wastes, Phosphates, and Nitrates.
  - Toxic Waste Pollution of Surface Water And Groundwater
  - A Global Perspective III - Safe Drinking Water for the Whole World.
 (Reading Assignment: The Environment; Issues and Choices for Society)
- 4.8 Can We Close the Ozone Hole?
  - Living in a Global Greenhouse (Reading Assignment: Environment 90/91 Annuals)
- 4.9 Endless Summer: Living With Greenhouse Effect
  - Turn Down the Heat (Reading Assignment: Environment 88/89 Annuals)
- 4.10 Global Air Pollutants (Reading Assignment: The Environment; Issues and Choices for Society)

• Denotes International Components



**UNIT 5      Biosphere: Endangered Species**

**Goal:**      Six articles examine the problems in the world's biosphere. Not only are plants and animals endangered, but so are many human groups who are disastrously affected by deforestation and primitive agricultural policies.

- 5.1      Acid Rain - An unwelcome Export
  - Is Immediate Action Needed to Combat the Effects of Acid-Rain? (Reading Assignment: Taking Sides: Clashing Views on Controversial Environmental Issues)
- 5.2      Forests Are Dying: But Is Acid Rain Really to Blame?
- 5.3      The Menace of Desert Advance
- 5.4      Disappearing Species: A Global Tragedy
- 5.5      Endangered Species and Human Survival (Reading Assignment for 5.2-5.5: Environment 88/89 and 90/91 Annuals)
- 5.6      Protecting Wildlife Resources: A Global Perspective
  - Human Needs versus Animal Rights
  - (Reading Assignment: The Environment; Issues and Choices For Society)

• Denotes International Components

**UNIT 6** This unit will be opened for any other global environmental problems.

6.1 Slides on Mount St. Helen

6.2 Video - The Transportation of Nuclear Waste

6.3 Nuclear Waste: Is There a Cause for Optimism About Present Efforts to Find Permanent Solutions to the Disposal Problems?

• 6.4 Nuclear Waste Disposal: 'The Death Drums' Koko-Nigeria

• 6.5 Cameroon Gasburst: A Dead Chief's Revenge

• Denotes International Components

## INSTRUCTIONAL ACTIVITIES

Reading assignments will be given in class with a due date specified. Graded homework papers will normally be returned and discussed at lecture following the indicated due date. Papers will not be accepted for credit after class papers have been returned, except in emergencies. There will be no formal exams, but there will be weekly quizzes. All quizzes are announced and will consist of essay and specific objective questions over the subject matter previously covered in class. Make-up quizzes will be given only when prior arrangement has been made with the instructor.

### Texts and Other Materials:

1. Taking Sides: Clashing views on Controversial Environmental Issues  
By: T. D. Goldfarb
2. Environment: Annual Editions  
By: John Allen
3. The Environment: Issues and Choices for Society  
By: P. Revelle and C. Revelle
4. African Farmer - Published Quarterly  
By: The Hunger Project
5. Journal of Environmental Quality - published quarterly

(See hand-out on sample quiz)

Name: Jon Nelson

Issue Number: 8

Title of Issue: Is the widespread use of pesticides required to feed the world's people?

### SYNOPSIS

William Furtick, a Crop Protection Specialist, contends that population pressures in developing countries make intensive agriculture essential and that this can only be accomplished with the extensive use of pesticides. Michael Diver urges government support for the research and infrastructure development to popularize superior integrated pest management (IPM) strategies.

### DISCUSSING THE ISSUE

It should be noted that although Furtick presents statistics to support his contention that more intensive food production techniques are needed to feed the growing populations in developing countries he does not offer proof that pesticide use is a necessary or useful tool in achieving this goal. As Lappe and Collins demonstrate in "Foot First (Houghton-Mifflin, 1977)", the use of insecticides in the Third World is generally limited to export crops due to economic considerations. By promoting this activity over the production of food for local consumption, these chemicals may actually contribute to starvation.

Two statements by Furtick that are guaranteed to generate likely responses from students are: 1) "The safety record in pesticides is perhaps, nearly the best in any area of modern technology." and 2) "Much of the anxiety about pesticides is derived from people who have unfounded fear about all synthetic chemicals who seek to consume or come into contact only with 'natural' substances". These views contrast sharply with recent EPA admissions that improved pesticide regulation should be one of the highest agency priorities.

As Dover points out, the crop loss due to pest infestation has not been reduced by the widespread use of pesticides during the past four decades. Although part of this failure is surely due to the inadequacy of total reliance on chemicals, monocropping and "green revolution," agricultural practices are also partly to blame for increasing the susceptibility of crops to damage by insects and vermin.

It is important to stress the need for government involvement in developing the regionally specific infrastructure that is necessary for the success of IPM. Despite the favorable cost/benefit ratios for alternative methods, broad spectrum chemical "magic bullets" hold out the promise of greater profits for the pest control industry. Thus market forces frequently work against the desired transition.

## TESTING ON THE ISSUE

### Objective

1. A serious problem attributed to the agricultural use of DDT before it was banned in 1972 was
  - a. a resurgence of malaria in Central America
  - b. reproductive failure in birds of prey
  - c. numerous cases of death and illness among agricultural workers
  - d. widespread groundwater pollution
2. Since 1975 the increase in total pesticides sales in the U.S. has been due primarily to an increased use of
  - a. insecticides
  - b. fungicides
  - c. herbicides
  - d. rodenticides
3. According to Furtick, the reason for growing food shortages in developing countries in the 1950's and 1960-'s was that
  - a. agricultural output was stagnant
  - b. food growth demand increased more than in industrial countries
  - c. agriculture production shifted to export crops
  - d. local agriculture was controlled by foreign investors

4. Furtick contends that the reason industrial countries cannot supply the food needs of developing countries is because of
  - a. insufficient capacity for increased production
  - b. rapidly growing demands in the industrial countries.
  - c. differences in diet requirements
  - d. problems in financing and transporting the food imports
5. Furtick considers the safety record of the pesticide industry to be
  - a. nearly the best of any area of modern technology
  - b. in serious need of improvement
  - c. poor because of lax regulation
  - d. showing recent signs of improvement
6. Dover asserts that heavy reliance on synthetic pesticides
  - a. is only appropriate for nonfood crops
  - b. jeopardizes effective pest control
  - c. is the best way to control pests but results in health hazards
  - d. is necessary only because there are no developed alternatives
7. Dover points out that since widespread pesticide use began, crop damage has
  - a. decreased significantly
  - b. decreased only slightly
  - c. not declined
  - d. become an insignificant problem
8. The method of pest control advocated by Dover is
  - a. natural farming
  - b. intercropping
  - c. biological pest control
  - d. integrated pest management

### Essay

9. Summarize Furtick's arguments in favor of increased worldwide pesticide production and use.
10. Discuss the reasons presented by Dover for the ultimate failure of insect control programs based exclusively on the use of chemical poisons.
11. Explain all of the factors that would have to be evaluated if you were given the job of doing a long-term cost-benefit analysis of the intensive use of agricultural pesticides.

**Outline Plan For Using Different Topics On 'Global Environmental Problems':**

1. Give out course of study to students. Do in the first week of class.
2. Give class assignments prior to class discussions.
3. Discuss assignments Repeat this procedure  
for each topic.
4. Give quiz over the subject matter previously covered in class.
5. Collect students papers.
6. Return graded quizzes. Give feedback to students.

INTERNATIONAL IMPACT ON NURSING

PROJECT INTERNATIONAL EMPHASIS

August 1990

Celeste Smith Makrevis. RN. MSN. CCAN  
Dabney Lancaster Community College



Title of Curricular Component: International Impact on Nursing

Title of Course of Component: N298 - Role Transition for Nurses

Abstract: This module was developed to be used in an associate degree of nursing program, within the N298 Role Transition for Nurses Course. The module includes information about collegial relationships with those of international backgrounds, cultural differences in client self care, effect of international politics on world health and nursing in other cultures.

Institutional context: This is a required course for nursing students in the fourth or fifth semester. Each nursing class averages 20-40 students, with students from both Virginia and West Virginia. The college campus is located in the Alleghany Highlands, surrounded by forested mountains. The primary employer in the area is a pulp paper manufacturer.

#### Goals, objectives and outcomes

The student in this segment will study the impact of international influences on nursing care of clients and collegial relationships.

By the end of these segments, the student should be able to:

1. Demonstrate three positive methods of promoting positive collegial relationships with those of multinational backgrounds.
2. Enumerate cultural differences in client self care.
3. Discuss the effect of international politics on world health.
4. Compare commonalities and differences of nursing in other cultures.

By the end of this course, the student will have an increased awareness of a multinational perspective of nursing.

#### Content of international curriculum component

The content of the international curriculum component will include:

1. Supervision of those of another culture
2. Supervision by those of another culture
3. Peer relationships with those of another culture

4. Curricular differences of nursing schools of other cultures
5. Professional relationships with international physicians
6. An international perspective on ethical issues
7. International research: impact on nursing
8. The international client's compliance with medical/nursing prescriptions

### Teaching strategies

Each student in the class will read at least two articles for each segment of the class and write a bibliography card on each article.

One student will lead the class discussion each hour. The students will share ideas from their readings and develop strategies for dealing with cultural differences.

Evaluation is based on the faculty monitoring the class discussion of each subject and grading each bibliography card. The presenting student is graded on presentation content and leadership of the discussion. This grading system is consistent with other segments of this course and is clearly identified in the Course of Study. The students contract for a grade at the beginning of the semester by agreeing to write the bibliographies, make class presentations and participate in class discussions.

### Contribution to program curriculum

This module will broaden our curriculum so that the students can see nursing in its place as an international profession.

### Response of other faculty

This is a course which I teach, so I will be directly involved in teaching this course. Other nursing faculty have expressed to me a willingness to incorporate this perspective into our curriculum.

### Contribution to internationalization of the college curriculum

N298 is a required course in the nursing curriculum; therefore, all nursing students would thus be exposed to an international

perspective.

#### Relationship to other courses

N298 gives the student the opportunity to explore the professional role of the Registered Nurse. Although some of this material is touched on in other courses, this module will focus on the international aspects of nursing.

#### Author's expertise for development of component

I am a member of the Curriculum Committee for the Nursing Department at Dabney Lancaster Community College. I have attended an intensive workshop on cross cultural awareness in San Jose, California. I have traveled to many other countries and have thus observed at first hand many international cultures. I have also practiced nursing in several major United States metropolitan areas and have thus worked with people from dozens of different countries and have cared for many clients from various cultures.

#### Time table for use of component

Completion of this module:	August 15, 1990
Presentation of module to Curriculum Committee	October 1990
Integration of module into N298	Fall 1990

#### Author's note

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I teach N230: Pharmacology for Nurses, N298: Role Transition for Nurses, Health 105: CPR, and N212 and N213: Medical-surgical Nursing. I have also taught nurses as Critical Care Nurse Educator and supervised nurses and auxiliary personnel as Nursing House Supervisor.

I have enjoyed traveling extensively around the world and look forward to many more adventures.

### Course Outline

#### UNIT I. Employment

- A. Survey of opportunities
  - 1. Trends
  - 2. Fields of employment, including international positions
- B. Choosing a position
  - 1. Self-evaluation
  - 2. Job analysis
  - 3. Applying for a position
    - a. Writing resume: application
    - b. The personal interview: questions to ask
- C. The nurse's responsibility to:
  - 1. Job performance
  - 2. Continuing education
  - 3. Resignation
  - 4. The patient
  - 5. The employer
  - 6. The community
  - 7. Self

#### UNIT II. Legal Aspects

- A. Nurse practice acts
- B. Negligence and Malpractice
- C. Good samaritan law
- D. Rights of the nurse
- E. Accountability of the nurse
- F. Licensure
- G. Insurance

#### UNIT III. Nursing - Past and present

- A. Historical foundations
- B. Nursing as a profession
  - 1. Criteria of a profession
  - 2. Codes of ethics
  - 3. Personal philosophy
  - 4. Professional standards
  - 5. Professional organizations
  - 6. Nursing research, including the impact of international research on nursing
- C. Nursing delivery systems
  - 1. Team
  - 2. Functional
  - 3. Primary
- D. Functioning under hospital organizational structures
- E. Professional relationships
  - 1. Communication with other health team members

- a. Supervision of those of another culture
- b. Supervision by those of another culture
- c. Peer relationships with those of another culture
- d. Curricular differences of nursing schools of other cultures
- e. Professional relationships with international physicians
- f. Barriers to communication
- 2. Assertiveness
- F. Coping with stress, frustration and burnout

#### UNIT IV. Values and ethics

- A. Value clarification
- B. Definition of ethics
- C. Discussion of ethical problems
- D. An international perspective on ethical issues

#### UNIT V. International view of nursing

- A. The international client's compliance with medical/nursing prescriptions
- B. World views of self care
- C. International perspective on mental health
- 4. The effect of international politics on world health

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**MOUNTAIN EMPIRE COMMUNITY COLLEGE****WENDELL FOWLER****DEPARTMENT OF MINING****COURSE OF STUDY****MINE 255**

**Title:** Mining Electrical and Electronic Control Systems

**Description:** Reviews state and federal electrical codes, basic electrical and electronic principles, and fundamentals of motor control. Introduces programmable controllers as applied to mining and coal preparation. Teaches application of blueprints for construction and trouble-shooting of electrical and electronic circuits.

**Credit:** 3 credit hours

**Text:** Electrical Motor Controls (Automated Electrical Systems), by Gary Rockis and Glen Mazur

**References:**

1. Motors and Transformers, by James Stallcup
2. Industrial Hydraulic Technology, by Parker Fluidpower
3. Practical Fluid Power Control-Electrical and Fluidic, by Womack Educational Publications
4. Technical manuals for the following companies' equipment:  
Joy Technologies Inc. (USA), Dowty (England), Gullick Dobson (English), Fletcher (USA), Hauhinco (Japan), Eickhoff (German), Line Power Mfg. (USA)

**Attendance:** 45 hours

**Statement of Purpose and Objective:**

This course is designed to train a person in the use of schematics for constructing and troubleshooting electrical and hydraulic systems utilized in the coal mines.

The practical application of these control systems is stressed. The student will be required to:

- A. Know Electrical and Hydraulic Symbols (continued)
- B. Know How These Units Work in a System
- C. Use Blueprints to Construct Electrical and Hydraulical Systems as Applicable to Longwall Mining
- D. Use Blueprints in Troubleshooting Electrical and Hydraulical Systems

### **Teaching Method:**

Lecture

Wiring diagrams in workbook

Practical laboratory work

### **Evaluation:**

**Laboratory Manual** - Following Written Instructions in Designing  
Control Systems

**Homework** - Questions at End of Each Chapter

**Laboratory Practicals** - Use of Blueprints in Hardwiring Mine-Control  
Systems

**Lab Practicals** - Use of Schematics in Diagnosing and Solving Problems  
in Electrical and Hydraulical Control Systems

**Written Tests**

Each segment will count 20% of the grade.

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60

## BASIC ELECTRICITY

Definition of Electricity

Electron Theory

Electrical Units

D.C. Volts, Ohms and Amps in Series, Parallel,  
and Series Parallel Circuits

A.C. Volts, Ohms, Amps, Capacitance, and  
Inductance in Series, Parallel, and Series Parallel  
Circuits

## ELECTRICAL METERS AND MEASURING INSTRUMENTS

Voltmeter

Ammeter - Tong Tester

Ohmmeter

Megger Insulation Tester

Cable Fault Finder

## ELECTRICAL SYMBOLS AND DIAGRAMS

Line Diagrams (Ladder Diagrams)

Manual Control Circuits

Automatic Control

Magnetic Control

Electrical Symbols with Illustrations

Common Abbreviations for Electrical Terms and Devices

## INTRODUCTION TO LOGIC AS APPLIED TO LINE DIAGRAMMS

Basic Rules of Line Diagrams  
Line Diagrams: Signals, Decisions and Action  
Logic Functions  
Common Control Circuits

## AC MANUAL CONTACTORS AND MOTOR STARTERS

Manual Contactors  
Wiring Diagrams  
Manual Contactors Versus Manual Starters  
Selecting AC Manual Starters  
General Motor Protection Table

## MAGNETISM AND MAGNETIC SOLENOIDS

Magnetism  
Solenoid Action  
Solenoid Characteristics  
Selecting the Proper Solenoid  
Solenoid Applications  
Troubleshooting Magnetic Solenoids

## AC/DC CONTACTORS AND MAGNETIC MOTOR STARTERS

Contactors  
 Arc Suppression  
 General Purpose AC/DC Contactor Sizes and Ratings  
 Magnetic Motor Starters  
 Inherent Motor Protectors  
 Electronic Overload Protection  
 Optional Modification for Contactors and Magnetic Motor Starters

## TIME DELAY AND LOGIC APPLIED TO COMPLEX L I N I DIAGRAMS AND CONTROL CIRCUITS

Numerical Cross Referencing System  
 Time Delay Logic  
 Wiring Diagrams and Specification for Timers  
 Programmable Timers

## APPLICATIONS AND INSTALLATION OF CONTROL DEVICES

Industrial Push Buttons  
 Selector Switches  
 Joy Stick  
 Limit Switches  
 Pressure Controls  
 Temperature Controls  
 Flow Control  
 Automatic Switches and Limit Switches



## REVERSING CIRCUITS APPLIED TO SINGLE-PHASE, THREE-PHASE AND DC MOTORS

Three-Phase Motors

Single-Phase Motors

DC Motors

Reversing Three-Phase, Single-Phase and DC Motors using  
a Manual Starter

Reversing Three-Phase, Single-Phase and DC Motors

Practical Applications Using Magnetic Reversing Starters

Reversing Three-Phase, Single-Phase and DC Motors Using  
a Drum Switch

## POWER DISTRIBUTION SYSTEMS, TRANSFORMERS AND GROUNDING

Power Distribution Systems

Use of Transformers in Power Distribution Systems

Substations and Protective Devices

## SOLID STATE ELECTRONIC CONTROL DEVICES

Semiconductor Devices

Semiconductor Theory

Diodes

Zener Diode

Thermistor

Silicon Controlled Rectifier (SCR) 185

## ELECTROMECHANICAL AND SOLID STATE RELAYS

Intro to Relays  
Types of Relays  
Electromechanical Relays  
Basic Operation of Solid State Relays

## ACCELERATING AND DECELERATING METHODS AND CIRCUITS

Braking  
Speed Control Methods  
Multispeed Motors  
Speed Control of D.C. Motors  
Speed Control of A.C. Motors

## GROUND CHECK SYSTEMS

PDP Monitor  
Type 23 Monitor  
Pilotless Monitor  
Adjustment and Testing

**TROUBLESHOOTING**

Symbol Identification  
Circuit Construction  
Practical Troubleshooting

Wendell Fowler

Topic: Schematic Diagram Interpretation and  
Simplification- European & American

Lesson- Utilizing problem solving techniques in a community  
Title or college blueprint reading course covering European  
Situation: blueprints; showing how the symbols are different; and  
how some systems are drawn in the energized  
condition.

Interest: 1. What would happen if you were given an European  
diagram and told to troubleshoot the electrical system?  
2. What type of print would you use ?  
3. What are the differences in European and American  
schematics?  
4. How would you modify these prints to make your job  
easier?

Lesson/ 1. To determine the type of print to use to  
Group troubleshoot an European electrical system  
Objectives 2. To identify symbols used in an European print and  
cross-reference them to their American counterpart  
3. To relate symbols to function on machine  
4. To identify actual item with symbol  
5. To learn how to read an European schematic that is  
drawn in the energized condition  
6. To transpose European schematic symbols with American  
symbols  
7. To redraw an energized schematic to a deenergized

state

8. To simplify a schematic using ladder logic rules

- Problems/ 1. What are the types of prints?
- Questions/ 2. What are the differences in American and European
- Concerns prints?
3. What are the symbols used to represent control devices?
4. What are the symbols used to represent output devices?
4. What do these devices look like and how do they function?
5. What are the rules of Ladder Logic ?
6. How can these rules be applied to change and simplify  
an European print into the familiar American format?

#### INSTRUCTIONAL AIDS:

Wiring Diagrams- Elementary:

Wiring Diagrams- Schematic:

Joy Technologies Inc. (USA)

Dowty (England)

Gullick Dobson (England)

Fletcher (USA)

Hauhinco (Japan)

Eickhoff (German)

Line Power Mfg. (USA)

#### COMPLETE TECHNICAL MANUALS IN LAB:

Enlarged Segment of Prints  
(Schematic and Wiring)

#### CONTENT:

Types of wiring diagram: schematic  
elementary

Identify Segment of Print Related  
to Function Identified

## Symbols Used in Prints

### Control Devices Used:

### Read a Print:

### Simplify a Print:

## Symbols For:

Switch

Coil

Mechanical Interlock

Electrical Interlock

Mercury Tube

Thermal Overload

Can you identify these symbols  
given the object?

How do these objects function?

What usually malfunctions ?

Can you use either type of print  
to diagnose a problem?

### Ladder Logic Rules:

1. Control line light, power  
lines dark
2. L1 and L2 supply power
3. Diagram read like book  
Top to bottom  
Left to right
4. Unlimited control devices  
per line
5. One output device per line
6. Number each complete path on left
7. Number on right designates contact  
controlled by output

Application Activities: Change European wiring diagrams into familiar

American format.

Using Ladder Logic rules change either type  
of diagram into usable troubleshooting format

Evaluation:

List types of schematic prints

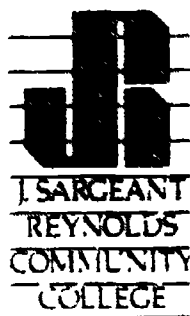
Identify symbols used in America and Europe

Identify control devices

Identify output devices

List Ladder Logic Rules

Modify and simplify prints using Ladder Logic Rules



PARHAM ROAD CAMPUS

**COURSE MODULE OUTLINE**  
**PROJECT INTERNATIONAL EMPHASIS**

**SUBMITTED BY**

**CLAIRE ROBINSON, Ed.D**  
**CAREER PLANNING AND PLACEMENT**  
**J. SARGEANT REYNOLDS COMMUNITY COLLEGE**  
**PARHAM CAMPUS**

**COURSE TITLE** - STD 100 - Orientation to College

**SECTION** - Career Decision Making

**UNIT** - Minority Career Opportunities and International Implications

**LENGTH** - Three Hours

**PURPOSE** - In Richmond, Virginia, several companies are internationalizing due to their need to compete in a global economy. Minority students who are seeking professional positions in fields such as engineering, banking, business and teaching will need to understand the impact of internationalism on their career opportunities.

**GOALS** -

1. To help students review past career experiences as guides for future direction.
2. To explore information about occupations and careers with an international emphasis.

**OUTCOMES** -

1. To help students begin to integrate occupational information and knowledge of self to generate career alternatives with international implications.
2. To assist students in making broad goal statements that reflect values and interests.

**BRIEF DESCRIPTION (COURSE OUTLINE)** - This unit will consist of two 90 minute sessions.





Page Two

### SESSION I

The first session will focus on clarification of self in relation to careers and the changing workforce as impacted by internationalism for a global economy.

**PRETEST** - Discuss career interests and values. Administer the Virginia VIEW, (Vital Information for Employment and Work) personal work preference survey to begin to establish career choice preferences.

### **CONTENT -**

1. Distribute the Career/Life Planning worksheet. Have students briefly discuss marker points in past career discussions and put an "X" on each line to represent the present.

2. Discuss future career planning and how that may be impacted by internationalism and life style changes in our local economy:

One year from today;  
Five years from today;  
Ten years from today;  
Pre-retirement.

3. Examine the need for internationalization of curriculums using the article "Workers for the World Occupational Programs in a Global Economy" by Mary Fifield, Sandra Foster, Russ Hamm and Charlotte Lee, Community Technical and Junior College Journal, vol. 61, No. 1, August/September, 1990 and The Total Guide to Careers in International Affairs by Francis M. Jeffries, Jeffries and Associates, Inc., 1987.

4. A guest speaker from a local business will discuss:

- a). Organizational changes dictated by internationalism in the future time segments of 1 year, 5 years, 10 years, etc.
- b). Coping skills and cultural differences in adapting to the organizational environment.
- c). Employer expectations and possible conflicting values of another culture (see chart).
- d). Difference types of corporate structures as related to assessing work environments.

### **EVALUATION -**

1. Identification of Virginia View career choices for each student.

2. Establishment of the percentage of students selecting internationally focused careers.

Page Three

## **SESSION II**

The content of the second session focuses on clarification of the world of work and the international implications for minority career opportunities.

### **CONTENT**

1. Discussion of purpose of occupational resources to explore job alternatives for the establishment of career goals. Example: a). Occupational Outlook Handbook, b). Encyclopedia of Careers, c). Dictionary of Occupational Titles.

2. Discuss the occupational resources in the Career Planning and Placement Center and implications for international impact on this data. Example: Files on local businesses, Alumni Network listings, etc.

3. Discuss the "International Careers: Selected Resources" list compiled by Sherry Mueller and Caroline Hogge, June, 1990, of the Institute of International Education (see attached sheet).

4. Present a panel of employer guest speakers from local major organizations who can discuss "Minority Career Opportunities and Implications for Internationalism".

a). Five employers will provide a roundtable discussion on their career field (engineering, business, banking and teaching).

b). Students will meet with the employer of their choice for small group discussion at individual tables.

### **POSTTEST**

Administration of the Virginia VIEW personal preference survey questionnaire to establish changes in career choice preferences.

### **EVALUATION**

1. Identification of two career choice preferences for each student.

2. Establish the percentage change of students selecting internationally focused careers.

3. Have students write a career goal statement that reflects their values and interests.

**TEACHING STRATEGIES** - Conduct these two sessions in a career resource center or career planning and placement center where there is access to occupational literature. A room is needed that is adaptable to large and small group discussions.

Page Four

### CONTRIBUTION TO THE FIELD -

To orient students to the concept of college curriculums in a global economy.

To enhance student career life adjustment for successful career decision making.

To reduce the incidence of attrition of black male college students.

### CONTRIBUTION TO INTERNATIONALIZATION OF THE COLLEGE CURRICULUM

These sessions will enhance student awareness of the internationalization implications of their college majors and relatedness to their culture.

Students completing this unit should seek activities, courses and opportunities that will enhance their preparation for effective functioning in a global economy.

### DESCRIPTION OF EXPERTISE FOR DEVELOPMENT OF COMPONENT

1. Attendance of Project international Emphasis 1990 Institute at George Mason University, in Fairfax, Virginia.
2. Doctorate of Education (Ed.D) in Counselor Education, Career Counseling and Student Personnel, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
3. Virginia Licensed Professional Career Counselor.
4. Nationally Certified Counselor.
5. Junior Year Abroad Program, Hull University, Hull, England, via Wilberforce University, Wilberforce, Ohio.

### UNIT TIMETABLE

Fall 1990 and Spring 1991

### RELATIONSHIP TO OTHER FACULTY

This career development unit will be offered as one of twelve units taught by four other counselors and the Dean of Students. This course outline will be distributed to the Student Services staff to encourage interest in internationalizing their orientation course units.

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TOTAL ORIENTATION COURSE OUTLINE

See attached sheet for the full orientation to college course outline.

MODULE FOR  
PROJECT INTERNATIONAL EMPHASIS

April, 1991

Prepared by:

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Northern Virginia Community College  
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Annandale, VA 22003  
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Module Title:

Assertiveness Training for the Multi-Cultural Student

Background:

Like many college campuses across the nation, Northern Virginia Community College has a rapidly growing ethnic and culturally diverse student population. Almost 5,000 students from Southeast Asia, the Middle East, Africa, Europe and Central America celebrate this diversity inside and outside the classroom on the five campuses that comprise Northern Virginia Community College.

One very important role that campus activities professionals play is in the empowerment of students. There is no doubt that empowerment is critical to student development. We must empower our multicultural students to change behavior so that participation in campus programming is a welcome challenge. Assertiveness training leads to increased self-esteem and self-confidence. In turn, that increased self-confidence leads to empowerment and to a sense of community responsibility and enthusiasm on campus.

Goals of the Module:

This workshop is designed for students and advisors to focus on what factors inhibit multi-cultural student involvement, what concepts are associated with assertive behavior and how effectively those behaviors can be used to increase multi-cultural student involvement in co-curricular programs.

The workshop should be carried out in a secluded, quiet and comfortable setting. The intent is to expose students - in a non-threatening manner - to issues that will help them express themselves as well as to appreciate diversity and cultural pluralism first hand. The workshop will be approximately three (3) hours and will present information along with exercises that will accomplish several goals.

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April, 1991

First, we will examine those factors that inhibit assertive behavior. If students are comfortable meeting and greeting students from other cultures and use their natural curiosity to enrich their knowledge of self and others, then they will be successful.

Second, if students are comfortable demonstrating assertive - not aggressive - behavior, then students can learn to be secure in their own culture while at the same time joining hands with others to address problems that affect everyone.

Third, if students are comfortable as a part of the institution and are encouraged by advisors to become involved in programming choices, then chances are excellent that he/she will participate.

Why is this important? It will take consistent and long range efforts to reach the desired level of multicultural involvement. It does not happen overnight. It does not happen in one semester or one year. But small steps do lead to grand steps. The full benefits of these ideas can only be realized when multicultural students are provided with information and have access to educational facilities and resources that foster self-identity and self-determination. This will give them the power to influence their educational environment and affect positive social change.

#### Workshop Outline

1. Description of and reason for the Workshop
2. Introductory/Orientation Activities
  - a. Introductory-type exercises/ice breakers, etc.
  - b. Make a list of examples of submissive versus assertive versus aggressive behaviors. Some examples are:

<u>Submissive</u>	<u>Assertive</u>	<u>Aggressive</u>
apologetic	adventuresome	abusive
begging	capable	arrogant
helpless	confident	blaming
inadequate	direct	bullying
fearful	effective	complaining
martyr	energetic	conceited
meek	initiating	cynical
timid	open	domineering
shy	open-minded	insulting
withdrawing	self-assured	offensive
reserved	self-reliant	rude

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<u>Submissive</u>	<u>Assertive</u>	<u>Agressive</u>
shy	open-minded	insulting
withdrawing	self-assured	offensive
reserved	self-reliant	rude

- c. Identify what countries are represented at NVCC.
- d. List the positive and negative stereotypes associated with these countries.
- e. A large board containing a wide variety of pictures of multicultural students is shown to the group. The students select those pictures with whom they can most easily identify and state why. After a discussion of each of the choices, repeat the exercise, selecting those pictures seen as assertive and why. Compare the two groupings and discuss similarities and differences.

### 3. The Hue-man Beings and the Alien

Group participants according to cultural diversities. Have each group spend 30 minutes creating a one page fact sheet to give to an alien about asians, hispanics, blacks, indians, etc. Be honest. Have each group compile a one page sheet about themselves. Select a spokesperson from each group. Have the spokesperson read the fact sheets. Allow ample time for discussion, clarification and confrontation.

Conclude by having the group brainstorm what should be included on a fact sheet when describing a hue-man being. Emphasize the fact that all of us are hue-man beings, i.e., people of color.

4. Behavior Rehearsal Exercises. Use small groups of five people with at least one student from a different culture per group. Two or three cases will be provided to each group for discussion. The students will provide their perspectives and different perceptions, if any. he or she might have by virtue of a different cultural background.
5. The results of each group discussion will be presented to the larger group with additional discussion.



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6. As a culminating activity offer the following suggestions about how to check out a joke: Instead of using Jews, Blacks, Asians, women, native people, etc. whenever you are about to tell a joke, substitute "I" and/or "we" or "My friends" and "I" and/or "my family" to see whether you like what you heard about yourself or those that you care about.

Reirain from telling ethnic jokes.

#### TIPS

Avoid the tendency to lump all minorities together or view them the same.

Stress cultural pluralism and celebrate diversity while discarding the notion of the U.S. as a melting pot.

Watch for stereotyping in language, roles, media and in institutional practices.

Recognize that by treating everyone the "same" does not mean that everyone is being treated fairly.

Become familiar with different historical world views that each minority group represents. Although George Washington might be considered an American hero to whites, since he owned slaves he may be considered just the opposite by blacks.

Develop a contemporary perspective about race and culture. Read multicultural publications.

Be more accepting of multicultural descriptions and perceptions of their life experiences in America.

Take some risks. Attend activities and events that are sponsored by individuals outside your ethnic group.

Participate in workshops, conferences and classes that deal with race and culture.

Plan multicultural programs!



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### BEHAVIOR REHEARSAL EXERCISES

Imagine that you are actually experiencing each of the interaction situations. respond with the words you might actually use in each situation. Be prepared to share your perceptions with the group afterwards.

1. You are in a crowded bookstore at the beginning of the Fall Semester and in a hurry. You pick one text and get in line to pay for it. You are really trying to hurry to make your next class which is a physical education course and requires you to be "dressed" accordingly. Then, a woman with an armful of books and supplies cuts in line in front of you and says, "You don't mind if I cut in here do you? I'm late for class". What is your response?
  - a. What is the problem?
  - b. What cultural differences might be contributing to the problem, if any?
  - c. What are some possible solutions?
2. A member of Phi Theta Kappa comes up to you on the plaza with candy for sale. He says it would really help him if you would buy one since he is competing to raise funds for a college scholarship. You don't see any type of candy that you particularly like, and, in any case, you feel they are slightly overpriced. You are also on a diet. He says, "have you made a decision?" What is your response.
  - a. What is the problem?
  - b. What cultural differences might be contributing to the problem, if any?
  - c. What are some possible solutions?
3. A representative from a student government election campaign has approached you to sign a petition to back a candidate. He follows you down the hill explaining the candidate's position and why you should cast your vote for his candidate. You are trying to catch the 1:15 pm bus to get to work and the campaign manager thrusts the clip board with the petition in front of you and hands you a pen. He says, "Sign here." What is your response?
  - a. What is the problem?
  - b. What cultural differences might be contributing to the problem, if any?
  - c. What are some possible solutions?

PROJECT INTERNATIONAL EMPHASIS

COUNSELOR MODULE/PROJECT

Sarah W. Somerville

Counselor

Germana Community College

P.O. Box 339

Locust Grove, VA 22508

703/899-4009 or 703/399-1333

TITLE: OUR INTERNATIONAL SOCIETY: WORKING AND LIVING IN A  
MULTICULTURAL WORLD

**STATEMENT OF PURPOSE:**

The purpose of this module project is to:

- (1) raise awareness levels of STD 100 Orientation students concerning career opportunities of the international nature;
- (2) inform students, faculty, and staff of employers in the local community which either conduct international business and/or offer international employment opportunities;
- (3) introduce students, faculty, and staff to the concept of "global awareness" and the importance of developing such an awareness.

**TARGET POPULATION:**

For the purposes of this project, the targeted audiences will be students in the STD 100 course sections taught by the PIE counselor/facilitator; the student body in general; and faculty, staff, and administrators.

**TIME TABLE:**

The international component for STD 100 will be incorporated into the syllabus by the end of Spring 1991. The workshop will be conducted by the end of Spring 1991 as well.

**METHODOLOGY:**

Three one-hour sessions have been designed to either stand alone and be used in separate workshop settings or to be used in any combination of two or all three together. For the purpose of this PIE module, the first one-hour session will be included in STD 100 Orientation. The second and third one-hour sessions will be used as a two hour workshop conducted for students, faculty, and staff.

I. **THE WORKPLACE: INTERNATIONAL INFLUENCES.** This one-hour session will be devoted to presenting the diverse concepts of "workplace", "international influences", and "global economy". Information about local employers who have international dealings or who relocate employees to different countries for conducting business will be imparted. Finally, the goal is to help the student relate international issues to him/herself personally. A component of this session will focus on how these international influences, whether that means taking a job which requires relocation out of the US or working locally with a boss/fellow employee who is not native of the United States, can very directly and significantly affect how one behaves and thinks. As well, information will be provided to raise awareness about how just being a consumer (whether one's job has international dealings or not) places that student in a global economy--and involves international influences. For specific agenda and sample handouts, see Attachment A.

II. **INTERNATIONAL CAREERS: WORKING WORLDWIDE.** This one-hour session is designed to provide specific information about actual careers with international opportunities and to describe typical educational preparations needed to pursue such avenues. The first segment of this hour will be imparting information about the specific career categories where one could find international opportunities. The second segment covers preparation guidelines for someone interested in pursuing a professional level career with international options. The final segment of this hour is set aside to discuss preparation for technical and non-professional international career options. For specific agenda and sample handouts, see Attachment B.

III. **THE INTERNATIONAL NEIGHBORHOOD: RELATING TO OTHERS IN A MULTICULTURAL SOCIETY.** This hour-session has been designed to first take time to introduce and familiarize the audience with the concepts of "multicultural society" and "cross-cultural communication". Secondly, a segment of this hour session will focus on awareness of one's own culture and how that gives insight to identifying cultural differences so as to learn about other cultures. Finally, a segment will be devoted to specific components of communication such as attitudes, behaviors, and language from the international/multicultural perspective. Specific agenda and sample handouts can be found in Attachment C.

#### **EVALUATION PLAN:**

The participants in the workshop will be asked to complete an evaluation form to assess its effectiveness. This form will be adapted from the sample shown in Attachment D. Students in the STD 100 Orientation courses will be assessed by quiz/paper or questionnaire.

## THE WORKPLACE: INTERNATIONAL INFLUENCES

- I. Introduction and Background
  - A. Define "Workplace"
  - B. Define "International Influences"
- II. You Don't Have to Leave Home! Local Employers With International Aspects
  - A. Employers Hiring Internationals
  - B. Employers Providing International Career Options
  - C. Employers Based Internationally or Conducting Foreign Business
- III. What Difference Does that Make to Me?
  - A. International Bosses/Co-Workers and "Work Ethics"
  - B. Communication Differences
  - C. The World Economy At Home: Taking Inventory at Home
- IV. Questions and Conclusion

## ATTACHMENT B

## INTERNATIONAL CAREERS: WORKING WORLDWIDE

## I. General International Career Options

- A. Federal/US Government
- B. Business/Industry
- C. Banking and Finance
- D. Education and Teaching
- E. International Organizations
- F. International Affairs Research

## II. Preparation for International Careers

## A. Professional Positions

- (1) Education
- (2) Foreign Language Requirements
- (3) Personal Skills Needed
- (4) Computer Background

## B. Non-Professional/Technical

- (1) Education
- (2) Foreign Language Requirements
- (3) Technical Skills Needed
- (4) Computer Background

## III. Final Comments and Conclusion

## ATTACHMENT C

THE INTERNATIONAL NEIGHBORHOOD: RELATING  
TO OTHERS IN A  
MULTICULTURAL SOCIETY

- I. Introduction
  - A. Define "Multicultural Society"
  - B. Define "Cross-cultural Communication"
- II. Self-Awareness of Culture
  - A. How Do We Become Aware?
  - B. How We Can Use This Knowledge?
- III. Communication Across Cultures
  - A. Facts/Fiction
  - B. Attitudes
  - C. Behaviors
  - D. Language
- IV. Cultural Differences
- V. Conclusion



## RESOURCES

Career Preparation and Opportunities in International Law. 1984.  
John W. Williams, editor. Section of International Law and  
Practice, American Bar Association and International Law  
Institute, Washington, DC.

The Complete Guide to International Jobs and Careers. 1990.  
Ronald L. and Caryl R. Krannich. Impact Publications,  
Woodbridge, VA.

"Cross-Cultural Communication" August 7, 1990. Mr. Gary Weaver.  
Lecture given at Project International Emphasis Institute,  
George Mason University, Fairfax, VA.

Guide to Careers in World Affairs. 1987. Foreign Policy  
Association, New York, NY.

International Careers: An Insider's Guide Where to Find Them,  
How to Build Them. 1987. David Win. Williamson Publications,  
Charlotte, VT.

International Interactions: A Practical Guide. Vol 9. 1986.  
Richard Bresslin, Cushner, Cherrie, and Young. Sage  
Publications, Inc. Beverly Hills, CA.

Managing Cross-Cultural Differences. 1987. Philip R. Harris and  
Robert T. Moran, Gulf Publishing Company, Houston, TX.

Multicultural Counseling: Toward Ethnic and Cultural Relevance  
in Human Encounters. 1983. John Dillard. Nelson-Hall,  
Chicago, IL.

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Employees. 1975. David M. Noer. Bureau of National Affairs,  
Washington, DC.

Overseas Summer Jobs. Annual. Vacation-Work, Oxford.

The Total Guide to Careers in International Affairs. 1987.  
Francis M. Jeffries. Jeffries and Associates, Inc.  
Poolesville, MD.

Worldviews, Crosscultural Exploration of Human Beliefs. 1983.  
Ninian Smart. Scribner's Publishing, New York, NY.

Your Future in International Service. 1969. Robert Calbert. R.  
Rosen Press, New York, NY.

Virginia Firms with Foreign Affiliations. Annual. Virginia  
Chamber of Commerce, Richmond, VA.

Author: Christopher A. Smith, Counselor  
 Paul D. Camp Community College  
 530 E. Pinner Street  
 Suffolk, Virginia 23434  
 (804) 925-2283

Project Title: "Developing An International Career Passport"

Statement of Purpose:

Events and occurrences of our most recent times have caused the world to become a "Global Village." The communication/transportation revolution, increased interdependency of national economies, development opportunities in third and fourth world countries, the expansion and contraction of the Cold War and the interconnectiveness of what was domestic issues have all lead to the development of new job opportunities in the international arena. Knowing the structure as well as employment trends will help students to better develop an effective approach for the international job market.

Target Population: STD 100 Students

Timetable: Three one-hour blocks

Methodology: Course - "Developing an International Career Passport"

Goal: To enhance the students' awareness and knowledge of cultural diversity and the international career market.

Block-One (Pre-Test)

- I. Definition/Glossary Development
  - Handout
- II. Rationalization for Internationalizing
  - Explore the "global village" concept
  - Explore the increased career options and opportunities

Block-Two

- I. The Process of Developing an Internationalized Career Perspective
  - Understanding your own culture
  - Developing an awareness of other culture
  - Developing an appreciation of other cultures
- II. Where Are the International Jobs and Careers
  - International organizations
  - Government employment
  - Private enterprise
  - Consulting and self-employment

**Block-Three**

- I. International Career Preparation
  - Education, training and experiences
  - Job search strategy
  - Writing a resume
  - Completing applications
  - Interviewing successfully

- II. Post-Test

## Unit Strategies and Objectives

### Pre-Test

- The pre-test is designed to heighten the student's awareness of the international career process and give the instructor some knowledge as to where the student's level of understanding exists concerning the international job market. This same inventory will be administered at the end of the course for comparison purposes to ascertain to some degree the proficiency of the treatment.

### Unit One: (Block One) "Definition/International Glossary"

- The list of terms and definitions has been developed to begin the process of having the students become familiar with the international career language and how the same words differ in meaning in the new context. Students and instructors are expected to expand upon the initial list.

### Unit Two: (Block One) "Rationalization for Internationalizing"

This unit will explore the various reasons why and the degree of importance we need to attach to the study of other cultures around the world. With the "global-village" concept realized and appreciated, this unit will then focus on the increased competency and career opportunities in which this situation has developed.

### Unit Three: (Block Two) "The Process of Developing an Internationalized Career Perspective"

This unit will focus first on the individual cultures of the class and illustrate the "Salad Bowl" approach to American culture as a whole. Awareness of other cultures will be emphasized, with the desire of enhancing appreciation and tolerance.

### Unit Four: (Block Two) "Where Are the International Jobs and Careers"

This unit will pinpoint the search for international jobs by assisting the students in developing list of governmental agencies and corporations that have operations, trade and branch offices abroad. It will also zero in on the contracting and consultant firms working abroad. The students will develop search techniques and sources which are extremely helpful in an international career search.

### Unit Five: (Block Three) "International Career Preparation"

This unit will serve as the "how to" unit. The student will learn how certain types of education, training, and experiences provide an adequate foundation for particular international jobs.

Strategies and techniques involving the international resume, application and interview process will be covered as preparation for the successful job hunt.

International Jobs and Careers  
Survey

Please circle the appropriate response.

1. An international job seeker can in most cases use the same resumé or vita that is used for local jobs.  

YesNo
2. The international job seek is generally motivated by money, career advancement and success within the organization only.  

YesNo
3. If you are not set in an international career by the age of 25 your chances are limited.  

YesNo
4. One needs not worry about choosing an international job until they are out of school.  

YesNo
5. The greatest appeal of an international job is the environment, the variety and the ideology attached to the job.  

YesNo
6. I know someone who has an international job.  

YesNo
7. There are no companies in my area with any sort of international trade emphasis.  

YesNo
8. International interviewers are not normally impressed by interviewees who look good on paper.  

YesNo
9. Telephone interviews are very prevalent in the international job search.  

YesNo
10. Nonprofit organizations generally pay less than profit organizations.  

YesNo.

## International Careers Glossary

1. Career Congruence - Employment which flows naturally with an individual's value system.
2. Cold Contact - to meet someone without being introduced previously.
3. Cold War - Sustained hostility or relations without actual warfare.
4. Curriculum Vita - An in-depth, five to eight-page resumé.
5. Follow-up - A contact design to reacquaint.
6. Foreigner - A person born in another country.
7. International - Between or among nations.
8. Life Style - An individual's whole way of living.
9. Networking - The process of communicating with others to gather job information or leads.
10. Multinational - Existing in or having affiliations.
11. Passport - A permit issued by country allowing one who is not of that country to visit.
12. Resume - A summary of experience submitted with a job application.
13. Standard Form 171 - An application for federal employment.
14. Third World - The underdeveloped or developing countries of Africa, Asia, and Latin America.
15. Typical Recruit - An individual who fits the image of the ideal employee.
16. Visa - An official authorization appended to a passport, permitting entry into and travel within a particular country or region.
17. World Bank - A group of international banking organizations designed to promote economic progress in the developing world.



PROJECT INTERNATIONAL EMPHASIS  
COUNSELOR PROJECT  
ELLEN J. FANCHER  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
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Woodbridge, Virginia 22191  
(703) 878-5761

**PROJECT TITLE**

Increase your Multicultural I.Q.

**Statement of Purpose:**

The goals of the program are: 1) to increase the students' knowledge of world geography, 2) to increase students' knowledge of different cultures, 3) to challenge pre-existing stereotypes about other cultures, 4) to provide a forum for dialogue among individuals from the U.S. and other countries, and 5) to inform students of recent changes that have made all countries more interdependent.

**TARGET POPULATION**

The primary population will be students enrolled in the Orientation (STD 100) courses on campus. Portions of the four-hour module will be offered to faculty for use in their classes. A two-hour portion of the module will be proposed for use at classified staff Cross-Campus Day.

**TIME TABLE**

This four-hour program will be offered as part of the Woodbridge Campus Orientation (STD 100) course. The first two hour portion will be offered on Tuesday, November 13 at 7:00 PM. The second portion, "BaFa BaFa", will be offered in the Spring Semester.

**METHODOLOGY**

**Course Outline:**

- |           |  |
|-----------|--|
| Section 1 | 1) Lecturette on changes in the world & need for increasing knowledge of other cultures.<br>(10 minutes) |
|           | 2) Cultural Awareness Exercise (30 minutes)  |
|           | 3) "What's Your Geographical IQ?"<br>Exercise (40 minutes)   |

## 4) Student Panel (40 minutes)

## Section 2

## Lecturette (10 minutes)

"BaFa' BaFa': A Cross-Cultural Simulation"  
(1 hour, 50 minutes)

The cultural awareness exercise will help students assess their prior knowledge of different cultures. It will also give participants an opportunity to learn from each other while becoming acquainted. Students will be given a worksheet with twelve boxes on it. In each box, there will be a question. Each person will go around the room to find people who can answer the questions. They will only be allowed to get one response from each person. After fifteen minutes, the instructor/facilitator will stop the class and lead a discussion to review the answers.

The geographical I.Q. section will be a crash course in world geography. Students will each receive a map of the world with no country names indicated. They will be given 25-50 names of countries and will have to place the countries on the map. After working on the task individually, they will count up how many countries they placed. Next, they will break up into teams of 5-8 people and try to come up with a completed map. Then the class will come together and review the answers. The group with the most correct answers will win small prizes from another country.

The panel will consist of international students currently on campus. After the panelists respond to questions from the moderator, the session will turn into an informal discussion. Some possible questions for the moderator to pose include:

- Compare family life in the U.S. and in your country of origin.
- Describe the educational system in your country.
- What misconceptions do people have of your country/culture?
- What do you like most about the U.S.? Least?
- What is the "world of work" like in your country?
- Describe the roles of men and women in your country.

BaFa BaFa is a pre-designed exercise that gives students a simulated experience of observing and interacting in a different culture. After an hour of the simulation, there will be a 50 minute discussion.

COSTS

The estimated costs are:

"BaFa BaFa"	\$93.00
Maps	.10 ea.
Prizes	5.00
Photocopies	15.00 per session

EXPECTED RESULTS

The desired results of this course are to:

- 1) make students and college personnel aware of the issues facing international students.
- 2) increase the campus' knowledge of and appreciation for other countries and their cultures.

EVALUATION PLAN

Students will be asked to critique the session on an evaluation form. They will then write a one-minute summary of what they learned from the workshop. Based on the evaluation comments, the course will be changed as needed.

RESOURCES

1. International students on campus
2. BaFa BaFa, SIMILE II, P. O. Box 910, Del Mar, CA 92014
3. Africa. 1985. Sanford J. Unger. Simon and Schuster. New York.
4. Countries of the World and Their Leaders Yearbook 1989. 1989. Frank E. Blair, Editor. Gale Research, Inc., Detroit, Michigan
5. Workforce 2000. 1987. William B. Johnston and Arnold H. Packer. The Hudson Institute, Indianapolis, IN.

## MULTICULTURAL ICEBREAKER

Take a few minutes to get to know the other people in the room. Find a different person to fill in each of the nine boxes listed below. In each box, put an answer and the name of the person who provided the answer.

<p>The location of an ancient civilization:</p> <p>_____</p>	<p>Two religions found in India:</p> <p>_____</p>	<p>A South American country where Portuguese is spoken:</p> <p>_____</p>
<p>The official language of Ghana:</p> <p>_____</p>	<p>A woman who is/was the head of state of a country:</p> <p>_____</p>	<p>A musician or musical group not from the U.S.:</p> <p>_____</p>
<p>A product frequently imported from another country:</p>	<p>An European actor or actress:</p>	<p>A person in the room who speaks more than one language:</p>

## WORLD GEOGRAPHY QUIZ

Find the following 25 countries on the map:

Angola  
Australia  
Brazil  
Canada  
China  
Egypt  
Ethiopia  
France  
Germany  
Haiti  
India  
Israel  
Japan  
Lebanon  
Liberia  
Mexico  
Myanmar  
Panama  
Poland  
Saudi Arabia  
Sri Lanka  
Sweden  
United Kingdom  
United States of America  
Venezuela

\_\_\_\_\_ Individual Score

\_\_\_\_\_ Group Score

# PROJECT INTERNATIONAL EMPHASIS

## *Going Global*

(Counselor Module)

**Helen L. Ross**

Northern Virginia Community College: Loudoun Campus  
1000 Harry Flood Byrd Highway, Sterling, VA 22170  
(703) 450-2537  
(703) 450-2536 FAX

## **Going Global**

In Plato's Republic, he states that the purpose of education is to assist "citizens" in becoming self-fulfilling individuals, good citizens and competent workers in a *world* that is maximally effective for all. The goals of education in the modern world are just as relevant as in Plato's time.

Of the 4,000 students attending the Loudoun Campus of Northern Virginia Community College, approximately 15% are non U.S. citizens and 3% have newly acquired their U.S. citizenship. In order to adequately serve their needs as well as instill good citizenship skills and job competency requirements for these newcomers, an understanding of their cultural heritage and customs is necessary.

In addition, American-born students will increasingly make their homes in other countries and cultures, or will seek employment with international or multi-cultural companies.

### **TARGET POPULATION:**

*"Going Global"* is three hours in length, divided into two 90 minute modules. Both modules are designed to be used in the STD 100: Job Search Strategies course. Any NOVA student may enroll in Job Search Strategies.

Module One of *"Going Global"* will be presented as workshop that accompanies the one-day STD 100 Orientation class. In addition, other NOVA students will be encouraged to attend. The first module is designed to be independent of the second module, and may be presented in an academic setting integrated into the specific subject matter being taught. Therefore the length of this segment can vary from one to two hours.

### **TIMETABLE:**

In October 1990, the first *"Going Global"* module will be presented in a one-hour workshop. The STD 100: Job Search Strategies will be offered during the 1991 Spring semester.

**GOALS:**

In the context of the five expectations cited immediately below, the goals of the *"Going Global"* include:

1. Provide an opportunity for students to identify and draw conclusions relative to global awareness.
2. Familiarize students with the behavior/expectations necessary to succeed in a global society.
3. Assist students in identifying their own capacity for success in an international context.
4. Provide opportunities for students to practice basic intercultural understanding.

**EXPECTATIONS:**

To secure challenging and rewarding employment or educational experiences in an international and/or multi-cultural context regardless of the field of endeavor, there are several long term expectations that any individual must understand in order to function effectively.

The expectations identified in *"Going Global"* are:

1. A command of society's fundamental processes
2. An understanding of individuality in an international context
3. An ability to cope with and/or guide change
4. Marketable skills
5. A self-motivated learning style to encourage a lifestyle of inquisitiveness

(1, 2, and 3 are part of Module One; 4 and 5 are in Module Two.)



**MODULE ONE:****1. A COMMAND OF SOCIETY'S FUNDAMENTAL PROCESSES**

- One must be able to function on a daily basis in whatever cultural milieu one finds oneself.

**2. AN UNDERSTANDING OF INDIVIDUALITY IN AN INTERNATIONAL CONTEXT.**

- Dealing with social change
- Morality, ethics, and personal values

**3. AN ABILITY TO COPE WITH AND/OR GUIDE CHANGE**

The emphasis will be on:

- The workplace environment and its organizational structure
- Power and the decision making process in the workplace
- Job performance expectations in an intercultural environment: cross cultural management

**MODULE TWO:****4. MARKETABLE SKILLS**

A major purpose of *"Going Global"* is to explore marketable skills within an international framework. The issues that will be considered are:

- Dealing with social change
- Adapting to available technology
- Resume Writing
- Interviewing
- Cultural Influences on Work Issues
- Work Values

**5. A SELF-MOTIVATED LEARNING STYLE TO ENCOURAGE A LIFESTYLE OF INQUISITIVENESS**

One's ability to survive, prosper and be self-fulfilled in a new cultural environment is dependent upon the ability to be a self-motivated learner. Topics to be considered will include:

- Values and priorities of a particular society
- Involvement in aesthetic experiences
- Worthy use of leisure time

## METHODOLOGY:

The methodology will be interactive. "Going Global" will feature classroom discussions, small group activities, individual exercises, role playing and lecture.

## STUDENT ACTIVITIES:

Below are several possibilities that may be utilized in "Going Global". The methodology may be changed depending on time allotted.

1. A COMMAND OF SOCIETY'S FUNDAMENTAL PROCESSES
  - Cultural diversity: barrier or resource  
(*Video and classroom discussion*)
  - "So you're going abroad..." (*small group activity*)  
Survey adapted from Managing Cultural Differences
2. AN UNDERSTANDING OF INDIVIDUALITY IN AN INTERNATIONAL CONTEXT
  - Cultural awareness: Comparison of cultural differences  
(*classroom discussion*)
  - Personal values (*individual in-class exercise*)
3. AN ABILITY TO COPE WITH AND/OR GUIDE CHANGE
  - Work situations between two different cultures (*role-playing*)
  - Cross cultural management (*role-playing, small group activity*)
  - What are overseas recruiters looking for...? (*class discussion*)
4. MARKETABLE SKILLS
  - The international job hunt (*lecture and class discussion*)
  - Work values (*Individual in-class exercise*)
5. A SELF-MOTIVATED LEARNING STYLE TO ENCOURAGE A LIFESTYLE OF INQUISITIVENESS
  - U. S. agencies here & abroad (*small group activity: brainstorm*)
  - Geographic recognition (*small group activity*)

## EVALUATION:

The students will be asked to complete an evaluation of the module, specifically listing three things learned during *"Going Global"* and how they plan to incorporate what they have learned into their lifestyle.

## RESOURCES

"Cross-Cultural Communication"  
Gary Weaver, Video

Developing Intercultural Awareness  
Developed by L. Robert Kohls

"International Careers: Selected Resources"  
Compiled by Sherry Mueller and Carolyn Hogge  
Institute of International Education

Managing Cultural Differences  
Philip Harris and Robert T. Moran

A Student Centered Learning System: A Design for Learning  
Dr. Lawrence P. Creedon

The Global Marketplace  
Milton Moskowitz

The Total Guide to Careers in International Affairs  
Francis Jeffries and Associates, 1987 Edition

## **MODULE ABSTRACTS**

## ALPHABETICAL LISTING - MODULE WRITERS

**Author:** Harold S. Adams

**College:** Dabney S. Lancaster Community College

**Course Module:** General Biology II (BIO 102). Our Global Home: How Dependent Are We On Fellow Global Citizens?

**Discipline:** Biology

**Abstract:** This module was developed for use as a final laboratory activity in an ecology unit of a one-year general biology course. It could also serve for use in an environmental science course or any course dealing with man's relationship to his environment. The information is designed to increase awareness within students of their relationship to fellow world inhabitants, and how that relationship might be improved.

**Author:** Julie Adams

**College:** Germanna Community College

**Course Module:** English 01 - Preparing for College Writing International Component

**Discipline:** English

**Abstract:** This document describes an international component of a developmental English class (ENG 01) that will be taught at Germanna Community College during Spring semester 1991. The component involves an interview with an international student, a class discussion based on the interview and the writing of a composition based on the interview and class discussion.

**Author:** Lisa L. Allison

**College:** Dabney S. Lancaster Community College

**Course Module:** Health 230 - Nutrition Throughout the World

**Discipline:** Nursing

**Abstract:** This module is designed for integration into an introductory nutrition course. Information about the foods enjoyed by different cultures, the different ways of preparing foods, and the effects of varying nutritional habits on health will be included throughout the course.

**Author:** Virginia A. Alvis

**College:** Virginia Highlands Community College

**Course Module:** Basic Global Awareness with a Business Emphasis (Business 100)

**Discipline:** Business

**Abstract:** Students already in the business field and those planning to enter must study international business and marketing concepts, as well as the cultural aspects of language, religion, food and taboos. In this module, students prepare documents necessary for travel outside the U.S., investigate employment opportunities in foreign lands (as well as U.S.-based foreign firms), and consider cultural practices required for successful business ventures.

**Author:** M. Hashem Anwari

**College:** Northern Virginia Community College - LO

**Course Module:** Internationalizing CIS and CSC Courses at NVCC Loudoun Campus

**Discipline:** Computer Science

**Author:** Beverly Lynne Aronowitz

**College:** J. Sargeant Reynolds Community College - Parham Road

**Course Module:** Exploring our Common Conditions by Reading, Talking and Writing From Cross-Cultural Sources

**Discipline:** English

**Abstract:** Module to be presented in English 112 classes. This module explores our common conditions by reading, talking and writing from cross-cultural sources: Bessie Head, "Looking For A Rain God" and Ntozake Shange, "a nite with beau willie brown" and "a laying on of hands." Asking students to read stories by Bessie Head and Notozake Shange is to have them explore how universal values are shared by citizens of our global community. Each text describes human behavior in the face of tragedy, and requires readers to judge that behavior in the face of social conditions far more desperate than those they are likely to have known. Head's story is set in Botswana, Shange's in an inner city of the US, both in a state of famine.

**Author:** Martha A. Bagby

**College:** Tidewater Community College - Chesapeake

**Course Module:** English 112: Introduction to Literature

**Discipline:** English

**Abstract:** This module, developed for use in a beginning literature, examines a work of Eastern European literature, and the ability of literature to illustrate cultural differences. The elements of drama are another instructional focus. The class researches the background of the playwright and the play before reading or viewing a work. Included are a research study guide, classroom instructions, worksheets for play analyses, and a bibliography.

**Author:** Ann Barnard

**College:** Thomas Nelson Community College

**Course Module:** Infusion of International Topics in Office Systems Procedures

**Discipline:** Business

**Abstract:** This module/course, OFT 251 (Office Systems and Procedures), is designed to help meet the needs of the student in the two-year Associate in Applied Science program leading to the occupational objectives of the Office Systems Technology department Executive Secretary and Word Processing degree program. According to Professional Secretaries International, secretaries the world over are basically the same--making secretaryship one of the few truly global professions. The infusion of international topics into the existing Office Systems and Procedures class will expand the student's thinking and preparation of work from local business and regional thinking to international business and global thinking. The international topics in the course will complement the international economic development and existing businesses in the community with a better prepared secretarial workforce.

**Author:** Rita J. Barnes

**College:** Tidewater Community College - Chesapeake

**Course Module:** Internationalizing a Personal Development Course for Women STD 195: Seminar for Returning Women

**Discipline:** Counseling

**Abstract:** Returning women at Tidewater Community College - Chesapeake need to increase their awareness about similarities and differences about roles of women throughout the world.

Learning needs to be internationalized even for individuals who live in Virginia their entire lives, world events will impact on them personally and professionally. Realizations must take form that roles in society are changing significantly. Women experiencing this course will begin to understand these truisms and more importantly will begin to answer the questions of how they fit.

**Author:** Charles A. Bartocci

**College:** Dabney S. Lancaster Community College

**Course Module:** IND 171 - Introduction to Pulp and Paper Manufacture

**Discipline:** Paper Science

**Abstract:** This module is designed to be used in an associate for bachelor degree pulp and paper program, as part of an introductory course, similar to IND 171. The module will include information on the international aspects of domestic legislation on the export of paper products, differences in paper usage between countries, and an overview of the fiber recycle markets overseas.

**Author:** Charles Bates

**College:** Paul D. Camp Community College

**Course Module:** International Architectural Drafting & Design I - ARCH 121

**Discipline:** Drafting

**Abstract:** The goal of this module, ARC 121 - Architecture: Drafting & Design I, is to expose to students the architectural design process, along with specific principles and elements which will effectively allow a student to prepare an architectural floor plan, elevations, and pictorial renderings, with a more international or global view.

**Author:** Beverly L. Battle

**College:** Thomas Nelson Community College

**Course Module:** Human Sexuality from a Multi-Cultural Perspective

**Discipline:** Health Technology

**Abstract:** This module describes, from an international perspective, instruction in Human Sexuality. A topical approach is utilized for teaching cross-cultural values, behaviors and beliefs. Topics, procedures, goals, objectives and assessment techniques are included along with a general statement describing the contribution of the module to the curriculum. A course syllabus, bibliography and list of resources are included in the module.

**Author:** Randolph A. Beckham

**College:** Germanna Community College

**Course Module:** A Cross-Cultural Content for the Teaching of English 112, "College Composition II." Ourselves Among Others: Using a Cross-Cultural Reader in a College Composition Course

**Discipline:** English

**Abstract:** College Composition II prepared students for college courses where writing is based on students' reading and research. I have chosen as a subject matter for this course a global perspective on some essentials of social life: the family, coming of age, women and men, working, citizens, war. This approach is greatly facilitated by the text Ourselves Among Others: Cross-Cultural Readings for Writers, containing articles and stories by natives or observers of



other lands. All student writing, including a research essay, responds to this cross-cultural approach.

**Author:** Bernadette Black

**College:** Northern Virginia Community College

**Course Module:** STD 107/PSY 106 Career/Life Planning

**Discipline:** Counseling

**Abstract:** This module will last at least one hour in length and be presented in the three credit class at different times throughout the semester. The purpose of the module is to sensitize participants in multicultural communication, expose participants to global issues affecting the environment, workplace and life style options, and expand career options to include international alternatives.

**Author:** Julia Brown

**College:** Northern Virginia Community College - AN

**Course Module:** STD 100: Orientation to College: Other Cultural Perspectives

**Discipline:** Counseling

**Abstract:** These three one-hour modules were conducted in the spring, 1991. They involved students in awareness that there will be many international job and career opportunities for those who seek them.

**Author:** James R. Brunner, Jr.

**College:** Northern Virginia Community College - AN

**Course Module:** Cultural Differences and the student Work Force - A Workshop for Student Employees

**Discipline:** Counseling

**Abstract:** This module is a student's workshop which addresses cultural differences in the work place from the student's side. This workshop will be about 1 1/2 hours and will present information, along with some exercises that will accomplish several goals. First, we will increase retention of the student employees in the work Study Program and in college. If they have a successful work experience they will earn the money to continue enrollment. Second, the students will have some tools to do some problem solving on their own. The workshop is not meant to place blame for all problems on the failure of students to understand cultural differences, but instead to tell everyone how cultural barriers might make it difficult for the student to fulfill his or her responsibilities. Third, there will be an increase in awareness of cultural differences, which will generalize into other work settings. This is important since the U.S. work force is increasingly multicultural.

**Author:** Joseph H. Bryant

**College:** Wytheville Community College

**Course Module:** Expectations and Disorientation in the Age of Globalism

**Discipline:** History

**Abstract:** This module describes written and oral exercises intended for use in the study of the Western Civilization survey. Its focus is on a series of social, political, economic, and cultural issues and events that have caused various societies to have rising expectations and optimism on the one hand and disorientation and discord on the other. Included are the means of



implementation for the module and a course outline for HIS 102.

**Author:** Linda B. Burmeister

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 251: Survey of World Literature - Monet, Flaubert and Rouen: Images of the French Sensibility

**Discipline:** English

**Abstract:** This course component will enable students to experience various perspectives on French culture during the Third Republic 1870-1940. Specifically, students will learn about this period of French history as a context for viewing the experimental artistic creations of Flaubert, Madame Bovary and Monet, his impressionistic paintings with emphasis on his multiple views of the cathedral at Rouen.

**Author:** Patsy G. Bussard

**College:** Southwest Virginia Community College

**Course Module:** International Events Impacting on the Local Level: Student Journalists and the World

**Discipline:** Journalism

**Abstract:** This module was developed to be used in a Journalism 121 course. The module will provide students with exercises which will assist them in understanding the importance of international events and how they impact on the national and local levels. Through research, audio-visual assistance, and writing assignments, students will be able to get the hands-on experience of localizing international events that is so important to the professional journalist.

**Author:** Norman Caine

**College:** Southside Virginia Community College

**Course Module:** The Middle East Today: Water, Geography and Politics

**Discipline:** History

**Abstract:** This module is to introduce students to how between (roughly) the end of WWI and today, the present day political boundaries of the Middle East took shape, and the geography of the Middle East and the growing scarcity of water, which historically has always been in short supply, and how the next war in the Middle East might well erupt over control of water, instead of oil. There is a need for students to be aware of both how the Middle East developed politically and, most importantly, an awareness of the geography of the Middle East and a realization of the importance of natural resources, other than oil.

**Author:** Lois Caldwell

**College:** Virginia Highlands Community College

**Course Module:** International Nursing (Nursing 220-Nursing Dimensions)

**Discipline:** Nursing

**Abstract:** This module will foster in students a sense of the worldwide responsibility of nurses. It will create in the students an awareness of the impact a specific group can have on global events and situations.

**Author:** Thomas Cannon

**College:** Danville Community College

**Course Module:** Internationalizing of Microcomputer Applications in WordPerfect and Lotus 1-2-3.

**Discipline:** Computer Science

**Abstract:** This module is intended to be infused into CIS 150 - Microcomputer Software. This module provides a working introduction to microcomputer software, fundamentals, and applications. It includes operating systems, word processing, spreadsheet and database software with an infusion of international flavor.

**Author:** Mario Cantu

**College:** Northern Virginia Community College - WO

**Course Module:** International Trade

**Discipline:** Economics

**Abstract:** A course/module on international economics should cover the theory and actuality of trade in goods and services, the formation of exchange rates, and economic development in the Third World. The effect of these forces on the structure of the U.S. economy is explicitly noted while discussing each topic above.

**Author:** Ronald Carter

**College:** Rappahannock Community College

**Course Module:** Rebounding From The Western Tradition: Perceiving Cultural Diversity in the Literature of Former Subject Nations

**Discipline:** English

**Abstract:** A module for use in English 244: Survey of English Literature II

**Author:** Douglas Carter

**College:** Virginia Western Community College

**Course Module:** "Rashomon: Japanese Film Enters the International Community"

**Discipline:** Speech and Drama

**Abstract:** Akira Kurasawa's film Rashomon first brought the director and Japanese filmmaking to the attention of the West. An examination of this film and the techniques routinely employed by Kurasawa help to demonstrate the twin influences of literature and Western cinematic genre conventions on films. In addition the reciprocal influence of Japanese films on these same Western genres demonstrate the two way nature of intercultural exchange.

**Author:** Julie Carvalho

**College:** Northern Virginia Community College - MA

**Course Module:** Incorporating International Approaches Into Psychology Courses and International Focus in the Social Sciences

**Discipline:** Psychology

**Abstract:** This module was developed for Introductory Psychology, Social Psychology, and Human Development, but could be adapted for other courses. It includes several components to provide international content, an international perspective, and an international environment in classes. The module is based on a background paper prepared for the NVCC project which describes an active-learning approach, experiential learning, and significant learning, based on Carl Rogers' and other social scientists' theories of learning. Examples are included for incorporating the international approach via input, process and output variables in courses.

**Author:** Barbara Caul

**College:** J. Sargeant Reynolds Community College - Parham Rd.

**Course Module:** Orientation: 1990-91 Academic Session

**Discipline:** Counseling

**Abstract:** This module/course will focus on student life, including college policies and procedures, as well as the health and well being of the student. Topics such as study skills, cultural, social, and education programs, student organizations, substance abuse, and Aids education will be covered.

**Author:** Jerry C. Chaney

**College:** Southside Virginia Community College

**Course Module:** International Finance

**Discipline:** Business

**Abstract:** This module will integrate into the course curriculum of Business 100: Introduction to Business. This is my contribution to the joint effort by Lois Bradley, Joyce Wood, and William Pogue.

**Author:** Dorothy Searcy Cluff

**College:** Piedmont Virginia Community College **Course Module:** Ethnicity and Pain Management

**Discipline:** Nursing

**Abstract:** This module was developed to be used in conjunction with the Unit entitled, Rest and Comfort which is one of fifteen units that comprise NUR 111 Fundamentals of Nursing. Fundamentals of Nursing is the first nursing course taught in the nursing curriculum and is designed to introduce the student to basic nursing concepts and skills. The purpose of this module is to integrate a multi-cultural perspective in the management of pain. The student is challenged to explore how ethnicity influences the perception and expression of pain. The student will also investigate how ethnicity influences and expectations or pain control of the individual experiencing pain. Further, the student will explore how the ethnicity of the care giver influences interpretation of pain behavior and decision making in pain management.

**Author:** Eliot Cohen

**College:** Northern Virginia Community College - LO

**Course Module:** Theory and Practice: German and Russian Avant Garde Photography, 1917-1930

**Discipline:** Photography

**Abstract:** This module is part of a one semester survey of the History of Photography, which is a course requirement for all photography degree seeking students. The study of German and Soviet photography in the period following the Russian revolution and World War I provides an opportunity to illustrate the cross fertilization of visual ideas between Soviet and European photographers. Additionally, it provides an interesting set of relationships between the political, social, and economic development of both countries and the emergence of photographic styles. Although some American and Western European photography from this era would appear to reflect a visual approach similar to its German and Soviet counterparts, closer study of the related photographs will reveal important differences in the concerns and strategies of the photographers in question. Students are expected to gain familiarity with the photographic

approaches presented and to become more aware of the external factors which frequently inform the production of art.

**Author:** Dale W. Conrad

**College:** New River Community College

**Course Module:** An International Look at the Work Environment: A Career Development Module

**Discipline:** Counseling

**Abstract:** This module will include live presentations for regular classes and video tapes for independent learning classes for students enrolled in STD 107, Career Education.

**Author:** Anita Cook

**College:** Tidewater Community College - Virginia Beach

**Course Module:** The Nations within the Nation: Integrating Native American Literary Contributions into an American Literature Sequence

**Discipline:** English

**Author:** Max Couchman

**College:** Blue Ridge Community College

**Course Module:** Module on Planetary Ecology - General Biology 101

**Discipline:** Biology

**Abstract:** This module will address the three major ecological crises of rapid population increase, excessive consumption of resources, and pollution, which are confronting the biosphere as well as the different national and international efforts to solve these crises.

**Author:** Donald D. Craft

**College:** Wytheville Community College

**Course Module:** Human Sexuality in Various Cultures

**Discipline:** Psychology

**Abstract:** The cultural anthropological study of human sexuality involves both descriptive and comparative research. The study can be termed both ethnography and ethnology because a single culture with its subcultures can be studied, and also compared to two or more cultures. Historical views and practices from early Judeo-Christian influences to the current world customs and beliefs will be presented.

**Author:** Carrie Cunningham

**College:** Piedmont Virginia Community College

**Course Module:** Understanding Language Used by Minorities: Black Dialect

**Discipline:** Nursing

**Abstract:** Black Dialect, or Ebonics, is employed by most Blacks at some time. It is historically significant, as it originated when West Africans were brought to America as slaves. Recognizing that communication between persons of like heritage is itself often difficult, it is important to note that communication between persons of different ethnic and racial backgrounds presents an even greater challenge. Failure to acquire knowledge of those verbal communication patterns contributes to misunderstanding between people. Learning patterns of communication

and terminology of Blacks will enhance understanding between persons of West African heritage and others.

**Author:** Sheri I. David

**College:** Northern Virginia Community College, - MA

**Course Module:** HIS 276 - United States History Since 1945

**Discipline:** History

**Abstract:** This semester, United States History Since 1945 will focus on US Foreign Policy. The students will be introduced to the overall interests and concerns expressed by our policy makers toward the Post World War II world. While chronology will be followed especially in terms of Presidential Administrations, a couple of areas of major concern, taught as mini-modules, will be covered from start to finish. This course will include a unit on Vietnam and a unit on the Middle East. Each of these two units will have their own text. Finally, this course hopes to integrate foreign policy making with major political trends within the United States.

**Author:** Elizabeth Davis

**College:** Dabney S. Lancaster Community College

**Course Module:** International Career Awareness

**Discipline:** Counseling

**Author:** Arnold Dührberg

**College:** Central Virginia Community College

**Course Module:** Criminal Justice, ADJ 111 - Globalization of Criminal Justice

**Discipline:** Criminal Justice

**Abstract:** Reinforce the need for better cooperation between nations in order to deal with the expanding problem of crime.

**Author:** Judi Donaldson

**College:** Thomas Nelson Community College

**Course Module:** History of Numeration Systems - A Mathematical Module for Math 120

**Discipline:** Mathematics

**Abstract:** Two years ago Thomas Nelson College Community College introduced Math 120, a course specifically designed for students seeking a two year degree. One of the four chapters covered in the course is titled "Systems of Numeration." Within this chapter is a study module on the history of numeration systems. The module is a historical perspective of numeration systems, such as Egyptian, Roman, Chinese/Japanese, Babylonian and Greek, and how they influenced the system we now use in this country.

**Author:** Anne S. Dowd

**College:** Thomas Nelson Community College

**Course Module:** Japanese Art

**Discipline:** Art

**Abstract:** This module, which is to be added to Art 102 as it surveys the painting, architecture, and sculpture of western civilization, is to include a brief introduction to Japanese art through its painting and architecture.



**Author:** Kenneth L. Edwards  
**College:** Patrick Henry Community College  
**Course Module:** The Open Economy  
**Discipline:** Economics

**Abstract:** This module will enable the student to evaluate the revealed efficiency of trade among sovereigns. This unit will include the historical development and theoretical basis for trade as well as arguments against free international exchange.

**Author:** Paul English  
**College:** Tidewater Community College - Chesapeake  
**Course Module:** Developing & Using Individualized Handouts  
**Discipline:** Business

**Abstract:** Four handouts have been developed for this module to help globalize the curriculum when appropriate to the class or to the topic. Handouts on the following topics are: China, Japan, The Gulf, and Eastern Europe.

**Author:** Valerie J. Evans  
**College:** Tidewater Community College - Virginia Beach  
**Course Module:** Seminar in Study Skills for ESL Students  
**Discipline:** Counseling

**Abstract:** The information obtained through this class will hopefully facilitate the student's smooth entry into the college's social and academic lifestyle. Student population in these classes are broken down into three major categories - Asian, Hispanic, and middle-eastern. This 10-week course will include: pretesting of students in the first session using the materials included in the module, and classroom discussion of different the different cultures the students bring with them and how they are affected by the educational system. The second part of the course will be a general overview of efficient and effective methods of studying, but the primary areas to be emphasized will be notetaking, listening skills, memory techniques and test-taking.

**Author:** Ellen J. Fancher  
**College:** Northern Virginia Community College - WO  
**Course Module:** Increase Your Multicultural I.Q.  
**Discipline:** Counseling

**Abstract:** This four-hour program will be offered as part of the Woodbridge Campus Orientation (STD 100) course. The goals of the program are: 1) to increase the students' knowledge of world geography, 2) to increase students' knowledge of different cultures, 3) to challenge pre-existing stereotypes about other cultures, 4) to provide a forum for dialogue among individuals from the U.S. and other countries, and 5) to inform students of recent changes that have made all countries more interdependent.

**Author:** Irene Kay Fleming  
**College:** Wytheville Community College  
**Course Module:** International Aspects of Physical Activity  
**Discipline:** Physical Therapy

**Abstract:** With the increase need for physical therapy professionals in the United States today, the doorway has opened for internationally-trained professionals to emigrate for employment.

In order to better understand these internationals, the student will learn physical therapy education and practices in progressive and developing nations. The unit also allows the student a change to learn about international medical care and how one might enhance that care by providing professional service outside the United States.

**Author:** Joyce Fletcher

**College:** Northern Virginia Community College - WO

**Course Module:** Writing About Courtship and Marriage Customs Around the Globe

**Discipline:** English

**Abstract:** Throughout the semester, the class reads and discusses selections from Ourselfs Among Others: Cross-Cultural Readings for Writers by Carol J. Verburg. Students are sometimes required to write responses to these reading selections in their essay portfolios which contain drafts of compositions. These assignments for this module are also included in their portfolios. The reports that they write during this unit may later be revised and edited for a separate letter grade. This module gives students the opportunity to learn about courtship and marriage customs in other cultures, and to receive immediate feedback on their writing.

**Author:** Kate Foreman

**College:** Virginia Highlands Community College

**Course Module:** Introduction to Research Skills (English 111-College Composition I)

**Discipline:** English

**Abstract:** This module, scheduled for the end of the semester, requires students to compare or contrast Dr. Martin Luther King, Jr. with a 20th century non-U.S. world leader of their own choice. Because the major assignment involves use of periodicals, students can also become familiar with microfilm, proper summarizing techniques, and citation requirements prior to the major research paper required for ENG 112.

**Author:** Wendell Fowler

**College:** Mountain Empire Community College

**Course Module:** Schematic Diagram Interpretation and Simplification - European and American

**Discipline:** Mining

**Abstract:** This module compares European and American blueprints. The differences in the prints are covered using examples from different countries. The student must display proficiency in using the different prints in troubleshooting electrical control systems. The student must modify both American and European prints using Ladder Logic rules so that there is a standardized format.

**Author:** Dale Furbish

**College:** Virginia Western Community College

**Course Module:** The World is Becoming Smaller - Counseling Module

**Discipline:** Counseling

**Abstract:** Two modules are described highlighting the international emphasis of careers in two approaches. One will be a two-hour in-class presentation in STD 107 - Career Development. The other will be a one hour panel discussion that will speak to the international dimension of business and jobs in the Roanoke Area. A separate module is constructed for each activity.

**Author:** Ted Garman

**College:** Central Virginia Community College

**Course Module:** Economics 120: Survey of American Economics

**Discipline:** Economics

**Abstract:** This module presents a broad overview of economic theory, history, development, and application. It introduces the student to economics principles including the decision making process, macroeconomics, microeconomics, and the government's role in the economy. To prepare students to better understand everyday economic events, both domestically and internationally.

**Author:** Janet Gay

**College:** Rappahannock Community College

**Course Module:** Counseling Component for Cultural Awareness

**Discipline:** Counseling

**Abstract:** The purpose of this project is to raise students' awareness of the possible international involvement of their career choices. This module will be separated into three one-hour sessions.

**Author:** Martha K. Goodman

**College:** Central Virginia Community College

**Course Module:** Technical Report Writing, English 131

**Discipline:** English

**Abstract:** This module will make students in Technical Report Writing aware of the differences in approach to doing business in other countries and to make them understand some of these differences. The course focuses on the importance of understanding the audience in communicating, so the units are a natural complement to that idea. The instructor has a wide background of teaching and traveling in other cultures, so that gives support to the effectiveness of the lecture/discussions.

**Author:** Roger Greene

**College:** Mountain Empire Community College

**Course Module:** International Scope in Electronic Technology

**Discipline:** Electronics

**Abstract:** The international topic for this curriculum is the importance of understanding and applying the metric system in areas of technical education. All students must gain a comprehensive understanding of this international method of notation and measurement to insure their future success in the world market. The advent of the microcomputer in the classroom has led to accelerated teaching of advanced mathematical techniques in the solution of complex math problems, while fundamental principles of systems of units can easily be overlooked. It is not my intent to criticize teaching technical subjects through the use of high tech tools, however, it is critical for the success of the student that he or she has an in-depth understanding of the global community and how measurements are interpreted internationally.

**Author:** Becky Groff

**College:** Northern Virginia Community College - LO

**Course Module:** Prepare For The Future: International Careers

**Discipline:** Counseling



**Abstract:** This module is to be incorporated into STD 100 - Orientation, Section: Career Exploration, to alert students to overseas opportunities when they are seeking employment. Without more global awareness in the marketplace, it is foreseeable that many students would not investigate these job possibilities. International employment should be a career option for consideration, and this module focus should prepare students for full international employment investigation.

**Author:** Donald J. Grubb

**College:** Northern Virginia Community College - AN

**Course Module:** International Criminal Gangs - The Local Challenge to a Global Threat

**Discipline:** Criminal Justice

**Abstract:** Within the past 10 years, American Law enforcement agencies have encountered a number of new criminal groups that engage in extensive drug trafficking, use unrestrained violence, and travel freely from one nation or state to another. Our expansive drug appetite has increased the number of these gangs, as well as their political and economic powers. The mobility, cultural diversities and growing wealth presents unique problems of law enforcement agencies structured to respond to local criminal groups and activities.

**Author:** James M. Guiliano

**College:** Lord Fairfax Community College

**Course Module:** Module on International Finance and Exchange Rates

**Discipline:** Management/Finance

**Abstract:** This module will be incorporated into FIN 215, Financial Management, which is a required course for all Management degree candidates at LFCC. The module will focus on the internationalization of commerce and finance and the importance of exchange rates on both.

**Author:** Ginger Guzman

**College:** J. Sargeant Reynolds Community College

**Course Module:** OFT 137 - Filing and Records Management. Insights Into Records Management as Practiced in Three Different Countries

**Discipline:** Office Systems Technology

**Abstract:** This module was developed to be used in an Introduction to Records Management course in an associate degree program in office technology. It includes some insights into the procedures and practices in the management of the records of businesses and/or governmental institutions in Japan, Africa, and Switzerland. However, documentation is limited to one source.

**Author:** Barbara Hammer

**College:** Southside Virginia Community College

**Course Module:** Career Counselor Project

**Discipline:** Counseling

**Abstract:** This module will introduce and familiarize the student with international careers and the opportunities that are available. This will target students enrolled in STD 100 - Orientation.

**Author:** Alan Harris

**College:** Paul D. Camp Community College

**Course Module:** Doing Business Abroad

**Discipline: Counseling**

**Abstract:** The purpose of this module is to increase the awareness of students about cultural differences in general, specific cultural differences of select countries, and to utilize this information in particular business simulations. This module is designed to be team taught with business faculty, especially in the areas of economics, accounting, and computers; and a counselor.

**Author:** Virginia F. Hartman

**College:** Lord Fairfax Community College

**Course Module:** International Business Practices

**Discipline:** Office Technology

**Abstract:** This module was developed to be used in an associate degree of the OST program, with the BUS 135 Admin. Office Mgt. course. It was designed as a group research project to identify international business practices. The group project includes selection of a country to research; research of economic, political, and geographic information; identification of business practices commonly used with the country; identification of local resources (speakers, tours, media); and presentation of the findings in an oral report and written report. The focus of the module includes the impact of international business practices relative to office management careers, the cultural differences that office managers may find working in businesses with international connections, and the effect of global economic/political issues on office management careers.

**Author:** Alison Harwell

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Career Planning for the New Age

**Discipline:** Counseling

**Abstract:** This module will be offered as an option for STD 195 - Orientation. The intent of this course is to heighten students' awareness of international issues and how they impact on the global economy and eventually trickle down to affect local labor market conditions.

**Author:** George A. Heffernan

**College:** Rappahannock Community College

**Course Module:** The Influence of Diverse Cultures on the Historical Development of Mathematics

**Discipline:** Mathematics

**Abstract:** This plan describes a teaching module to be utilized in one semester of the course, MTH 151/152, Mathematics for the Liberal Arts. It will employ lecture, student reading and research, and finally, a research paper to provide students with a sensitivity to the concept that mathematics was not "made in America", nor in fact, even by English speaking peoples. It will use the recorded history of mathematics as its source material and will emphasize the unique contributions made by people of a particular time and place, to be chosen by each student. The module will be comprised of three class hours and will require, nominally, ten hours of individual student body.

**Author:** Carolyn Helms

**College:** Mountain Empire Community College

**Course Module:** The Politics of the Marshall Plan and Foreign Economic Assistance - PLS 130  
**- Basics of American Politics**

**Discipline:** Government

**Abstract:** Because the Constitution gives both the President and Congress power and authority in the areas of foreign policy, there is real potential for either conflict or cooperation. In the event of conflict, the public will be the beneficiary to the extent that public dialogue on policy is increased; when these institutions are in agreement, they may work together to mold and shape public opinion and the result may be public ignorance of policy issues and alternatives. In this module, the Marshall Plan is used as a case study of cooperation and bureaucratic collaboration between the institutions of government. Students will also evaluate the Marshall Plan and foreign economic assistance as governmental policy.

**Author:** Bobby Horton

**College:** Wytheville Community College

**Course Module:** WCC and the International Workplace

**Discipline:** Counseling

**Abstract:** This module targets all students in Freshman Orientation (STD 100), and project activities will be directed at students currently in Business Mgt., Bus. Admin. curricula and students enrolled in Survey of Economics (ECO 120) and Economics (ECO 201). Phase I will consist of a 50-minute presentation to STD 100 on the international nature of the workplace. Phase II will target students pursuing degrees in Bus. Mgt. and Bus. Admin., which will be a three-hour seminar on the international nature of local business and industry. The focus of the program will be the impact of the work marketplace on the economy of the WCC service region and the part that the community college can play in ensuring that local companies are effective as competitors.

**Author:** Gloria Hsu

**College:** J. Sargeant Reynolds Community College

**Course Module:** HRI 159 - Introduction to Hospitality Industry Computer Systems

**Discipline:** Hotel Restaurant & Management

**Abstract:** International components are infused in each unit of a required computer course in the Hotel-Restaurant-Institutional Management Programs. Students are introduced to computer systems of other countries, international hardware and software developments, world currencies, foreign fonts, and metric measurements.

**Author:** Barbara Maurer Hund

**College:** Tidewater Community College - Portsmouth

**Course Module:** Cross Cultural Communication - Focus on Global Business in Central Europe, Especially in Czechoslovakia and Germany

**Discipline:** Speech

**Abstract:** A module for the undergraduate Oral Communication Course, Speech 105, with possible applications for other speech and business courses.

**Author:** Asha Jain

**College:** Northern Virginia Community College - LO

**Course Module:** Position of Women in India

**Discipline:** History

**Abstract:** This module was developed to be used in an associate in arts degree program, within the HIS 253-254 course. The module explores the changing social, economic, religious and political status of women during the long history of Indian civilization.

**Author:** Terry A. Johnson

**College:** Northern Virginia Community College - AN

**Course Module:** Assertiveness Training for the Multi-Cultural Student

**Discipline:** Counseling

**Abstract:** A workshop designed for students and advisors to focus on what factors inhibit multi-cultural student involvement and what concepts are associated with assertive behavior and how effectively those behaviors can be used to increase multi-cultural student involvement in co-curricular programs.

**Author:** Gail Johnson

**College:** Dabney S. Lancaster Community College

**Course Module:** What in the World Can I Do? Considering International Employment as Part of Career Exploration and Job Placement Activities

**Discipline:** Counseling

**Abstract:** Early attempts to "internationalize" the curriculum have been made at Dabney S. Lancaster Community College. This module looks at the lack of adequate career exploration and job placement activities both in a general sense and in specific ways such as finding jobs out of the area, state and nation. It is recommended that sessions on building skills and developing attitudes in the areas of career exploration and job placement be included in the New Student Orientation Program beginning with the summer of 1991. Early findings gathered from a brief questionnaire showed a definite need for such activities at DSLCC.

**Author:** Patricia H. Johnson

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 04: Reading Improvement I - Developing Awareness of International Issues

**Discipline:** English

**Abstract:** In this course component, students will extend their awareness of world issues and events through a group project. Students will follow a story in the news for several weeks and then direct a class discussion of an article which they select for the class to read. The component will emphasize reading strategies as well as the importance of background knowledge for success in general education core courses.

**Author:** Julie Jones

**College:** Lord Fairfax Community College

**Course Module:** America's Work Force and Careers with an International Emphasis

**Discipline:** Counseling

**Abstract:** This module will seek to inform students about careers with an international emphasis in three activities: 1) The World-of-Work; 2) Panel Discussion of Business Professional from Companies with International Affiliations, and 3) Values, Commitment and Careers Abroad.



The American work force needs to be educated about the increasing interdependence of the world and the character of careers which will demand skills in languages and knowledge of other countries. If members of the national work force are aware of these realities, they will be better equipped to make the necessary changes in order to gain competence in an interdependent job market. With the knowledge this course presents, students will be better equipped to make responsible choices about preparing themselves for the global marketplace. This module will be incorporated into STD 107: Orientation - Career Planning.

**Author:** Karen D. Jones

**College:** Southside Virginia Community College

**Course Module:** Privatization: From a Command to a Demand Economy

**Discipline:** Economics

**Abstract:** This module is to be used as a unit in ECO 201 - Principles of Economics I. This course is currently structured to enable students to gain an accurate understanding of how closely intertwined are international events and the U.S. economy. An emphasis on global economics has always been integrated into the course structure, a world perspective prevails. Recent world events now dictate a somewhat different approach. Prime Minister Thatcher's transformation of the sluggish British economy through divestiture has become the event that highlights privatization. Even more important is the recent worldwide turn from communism which has made a market economy an attractive alternative for ailing state-controlled economies. This year, for the first time, a separate unit is being added to reflect the economic implications of these momentous events.

**Author:** Cheryl S. Joyce

**College:** Patrick Henry Community College

**Course Module:** Women in the Workplace: A Global Perspective

**Discipline:** Counseling

**Abstract:** Community college students, faculty and staff will gain awareness of the role of women from various cultures (ie., French, Greek, Vietnamese, and Chinese) in the workplace. Two other modules were included in the module package. They are: "International Scavenger Hunt" and "Cross-Cultural Communication."

**Author:** Arlene Keifer

**College:** Lord Fairfax Community College

**Course Module:** Module for International Education - Managing in a Global Environment

**Discipline:** Business

**Abstract:** This curricular component for BUS 150 is a three-hour module to be inserted into the regular 3-credit course. This module was designed to help students to develop an understanding of managing in a global environment and how diverse cultures affect the management processes. It includes plans for delivery and assessment, a list of resource materials, and an course outline.

**Author:** Rana A. R. Khan

**College:** Germanna Community College

**Course Module:** An International Approach to the Teaching of ADJ-116 - Special Police Problems

**Discipline:** Criminal Justice

**Abstract:** The proposed curriculum module describes an international approach to the teaching of comparative studies of crime and criminal justice. Each unit in the module provides its readers the knowledge of the diversified cultural background, customs and religious beliefs. Similar approach could be used in numerous sociology, criminology, psychology, anthropology, and human behavior courses. Module descriptions of the comparative studies plans for its execution and assessment, and how it relates to internationalization of the curriculum. Included are the course syllabus and listing of resource materials.

**Author:** John M. Killian

**College:** Virginia Western Community College

**Course Module:** The Consequences of Deforestation upon the People of the Dominican Republic

**Discipline:** Biology

**Abstract:** A three hour module on the impact of deforestation in the Dominican Republic for use in a Biology 102 (General Biology course) is presented. Goals and objectives, teaching strategies, an outline, and literature are included. After an introductory video presentation and discussion students read selected portion of the literature and contribute the results of their readings to a classroom discussion group.

**Author:** Robert Kilmer

**College:** Northern Virginia Community College - WO

**Course Module:** English 111 - "Dear Sheila/Dear Lizaveta"

**Discipline:** English

**Abstract:** This module incorporates an exchange of letters between freshman English students and citizens of other countries. This practice will increase international awareness and increase students' awareness of their own culture.

**Author:** Tom K. Knight

**College:** Southwest Virginia Community College

**Course Module:** Comparison of Attitudes and Procedures for Child Care in the United States and other Major Nations of the World

**Discipline:** Education

**Abstract:** Education 110, Introduction to Early Childhood Education, presents a framework for understanding the 1) cognitive, affective, physical, and social needs of children from birth to puberty, and 2) developmentally appropriate practices for meeting children's needs during the early childhood years. This module will add an international, cross-cultural awareness to students' understanding of children and child care. In exploring and understanding other cultures, students will be better able to appreciate their place in the world and the needs of children who may be in their case from other nations.

**Author:** Charles J. Korn

**College:** Northern Virginia Community College - MA

**Course Module:** SPD 126: Interpersonal Communication

**Discipline:** Speech

**Abstract:** SPD 126, Interpersonal Communication, will familiarize students with the theory and research applicable to the study of interpersonal relationships. More importantly, this course will allow students to integrate and apply these skills in their everyday relationships, both in

their personal and professional lives. The integration of gender studies to the curricular will allow students to develop an effective repertoire of communication strategies that they can utilize in their everyday relationships; in both same-sex and opposite-sex relationships.

**Author:** Rita Krasnow

**College:** Virginia Western Community College

**Course Module:** Sociology 201 - Introduction to Sociology

**Discipline:** Sociology

**Abstract:** This three-hour module is designed as the first class activities which will introduce students to the social science of sociology. Two short in-class exercises and one short writing assignment provides students with the stimulus to use the sociological perspective as a way to appreciate cross-cultural differences as well as to understand current world events. The topic is "A First Look at Sociology."

**Author:** Richard W. Lacy

**College:** J. Sargeant Reynolds Community College

**Course Module:** Political Science 212: US Government II, U.S. Foreign Policy in the 1990's: Focus on Latin America.

**Discipline:** Government

**Abstract:** This module was designed to provide a frame of reference for students who are attempting to learn certain basic concepts in American foreign policy. It is hoped that by focusing on one small region of the world -Central America - the many considerations and difficulties which go into the formulation and implementation of foreign policy will become more clear and more meaningful. A secondary benefit is also anticipated - that this focus on a few nations which are at once so very different from the United States and yet so close to us in distance may awaken the student's natural curiosity and desire to know his neighbors. Finally, this could be the first step for many students toward a greater awareness of and concern for the international community in which they live and work.

**Author:** Larry Landrum

**College:** Virginia Western Community College

**Course Module:** Internationalizing the Principles of Economics Curriculum

**Discipline:** Economics

**Abstract:** The principles course in economics is fairly standardized throughout the country and already contains a fairly high level of coverage of international economics. Therefore, a three-hour module seems unrealistic. After showing the "Standard" outline for the International Economics portion of a principles sequence, I present a series of ideas where international implications of economics can be developed at various points throughout the course. An outline of the "Standard" principles of international coverage are: International Trade, International Finance, Economic Development, and Comparative Systems. These topics will be expanded on to further broaden the students breadth of knowledge in the international arena.

**Author:** Jane Larew

**College:** Piedmont Virginia Community College

**Course Module:** An International Approach to Art on a Rather Small Scale

**Discipline:** Art

**Abstract:** Using an international student arrayed in his or her native attire as a model in a painting class creates a cultural close encounter of a very special kind.

**Author:** Ronald Larson

**College:** Wytheville Community College

**Course Module:** Toward an Understanding of Contemporary Cultures: The Sociology of Alexis de Tocqueville

**Discipline:** Sociology

**Abstract:** This module will be presented in SOC 201 and SOC 202. It was begun in Fall 1990 and will continue in the 1991-92 semesters. One of the goals of the introductory survey course in sociology is to foster an understanding and appreciation of international cultures. A second related goal is to seek an understanding of how the forces of modernity are impacting on these cultures and their members. Toward these ends, the first semester of this course provides some major sociological perspectives, with emphasis on the one provided by Alexis de Tocqueville and his Democracy in America and The Old Regime and the French Revolution. During the second semester, each student is required to submit both an oral and written report on a specific international culture in light of the various forces of modernity.

**Author:** Vaughn K. Lester

**College:** Southwest Virginia Community College

**Course Module:** DRT 132 - Electrical and Electronic Drafting

**Discipline:** Drafting

**Abstract:** This module is designed for students to be made aware of the existence of software packages which convert the computer keyboard to an international keyboard; manipulate AutoCad commands to convert from the English font to the Greek font; and construct an engineering drawing, utilizing AutoCad with the Greek font.

**Author:** Win Loria

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 112: Composition II. Component: Confronting the Other in Ourselves.

**Discipline:** English

**Abstract:** Who is the other and who are we? This document describes an approach to an English 112 course (second semester of Freshman Composition) in which the reading selections reflect multi-cultural perspectives. It is not a unit in the course: it is the philosophy which informs the entire course. Selections cluster around a specific theme (eg., rites of passage, family, heritage) echoed through various cultural perspectives. Assignments will provide an opportunity for students to compare and choose additional perspectives to their own.

**Author:** Glenda S. W. Lowery

**College:** Rappahannock Community College

**Course Module:** The Impact of African Languages on American English

**Discipline:** English

**Abstract:** This module is designed to make students in English 101 or 111 classes aware that the English language is constantly changing because of the influences of other cultures. In particular, this module will examine the influence of the Black culture and African languages on modern English. Students will be given a brief lecture on the history of Black English and



will see a video tape from the PBS television series, **THE STORY OF ENGLISH**. Given a list of possible sources, students must conduct their own research and write a short paper describing one example of African language influence on modern American English.

**Author:** Andrea Ludwick

**College:** Lord Fairfax Community College

**Course Module:** Discovering Other Cultures

**Discipline:** English//Speech

**Abstract:** This module was developed to increase students' awareness of the world and its people. Through research and the presentation of informative speeches, and by compiling a notebook of facts learned, the students will explore cultures and geographical locations different from their own.

**Author:** Celeste Smith Makrevis

**College:** Dabney Lancaster Community College

**Course Module:** International Impact on Nursing

**Discipline:** Nursing

**Abstract:** This module was developed to be used in an associate degree of nursing program, within the N298, Role Transition for Nurses, course. The module includes information about collegial relationships with those of international backgrounds, cultural differences in client self care, effect of international politics on world health and nursing in other cultures.

**Author:** Diana P. Martin

**College:** Thomas Nelson Community College

**Course Module:** An Introduction to Japanese NOH Theatre

**Discipline:** English

**Abstract:** This teaching module seeks to acquaint the students of the Survey of World Literature I with the 600-year-old, continuously performed, classical form of Japanese drama known as Noh or No. Beginning in the fall semester of 1991, students will study four texts of Noh plays translated by Ezra Pound; view a filmed version of the Hagoromo, a Noh play; view a video entitled Daimyo which portrays the Japanese medieval Daimyo culture; survey the historical, cultural, religious, and social milieu out of which Noh Theatre blossomed; and compare and contrast Noh drama with the 5th century B.C. Greek theatre and the medieval morality plays of England and western Europe. Three to five classroom hours will be devoted to this international and cultural study. ◀

**Author:** James McClellan

**College:** Northern Virginia Community College - AL

**Course Module:** American History in its International Context

**Discipline:** History

**Abstract:** All too often the history of the United States is presented as if North America existed separate and apart from the rest of the planet. The truth is that the history of the US was shaped by the interaction of peoples, cultures, events, movements, and ideas from both the New World and the Old. This module suggests topics that might be included as lecture items in the presentation of the United States history as a means of telling the story of America in its global

context. This module is designed for use in HIS 121 and HIS 122. It also includes a component on geographic literacy.

**Author:** Lawrence McLaughlin

**College:** John Tyler Community College

**Course Module:** Public Speaking - Speech 100

**Discipline:** Speech

**Abstract:** This project proposes to globalize an almost traditional public speaking course. Students will give all of their speeches through the semester on one country or region of the world. Furthermore, students will (usually) confine their speeches to a limited number of topics.

**Author:** Harold G. McMullen

**College:** Lord Fairfax Community College

**Course Module:** Guidelines for International Business Ethics

**Discipline:** Philosophy

**Abstract:** This module was developed to be used in an associate degree program, as a Humanities elective. The module includes guidelines for international business and professions on a global basis.

**Author:** Randy Michener

**College:** Northern Virginia Community College - MA

**Course Module:** The Russian-American Fine Arts Exchange and Lectures

**Discipline:** Art

**Abstract:** This international module emphasizes Fine Arts exchanges between the USA and the USSR. An understanding of art produced in each of these countries contributes to our general understanding of their cultural differences. Mr. Michener was one of 57 Washington, D.C. artists who was selected to participate in the Washington-Moscow Exchange, a privately funded arts organization. He lived with a Russian artist for a week and has prepared slides and lectures for students and faculty on this experience. He is also involved in joint exhibits with Russian artists and in October, 1991, he will be host to the Russian artist he met in 1990.

**Author:** Kathleen N. Miller

**College:** J. Sargeant Reynolds Community College

**Course Module:** Introductory French I and II. **Component:** Culture through Language: A Comparative Approach

**Discipline:** French

**Abstract:** This module was developed to be used in French 101 and 102, the standard transferable beginning level course. It is intended to teach students about the behavioral culture of France in order to aid them in successful communication in French. It includes knowledge of French behavior as well as attitudes and values concerning various aspects of French daily life. Performative knowledge of French behavior patterns is also expected. French behaviors, attitudes and values are constantly compared to those in the US; behaviors of still other cultures are brought in when possible in order to give students a truly international perspective.

**Author:** Cynthia Mongle

**College:** Mountain Empire Community College

**Course Module:** Survey of Criminal Justice, ADJ 100

**Discipline:** Criminal Justice

**Abstract:** This module will compare and contrast the American Criminal Justice system with Criminal Justice systems from the far eastern countries of Japan and China along with the European countries of England and France. The module will focus on differences in police functions and power, courts and individual rights, and the correctional philosophy among the different countries.

**Author:** Patsy Moore-Talbott

**College:** Tidewater Community College - Chesapeake

**Course Module:** Getting Out of Our Little Local Boxes: Infusing a Global Career Perspective into STD 198: Seminar in Career Exploration

**Discipline:** Counseling

**Abstract:** The purpose of this module is to introduce students to a broader "global career perspective." Students have to begin to realize that even if they live in Chesapeake their entire lives, they will indeed be impacted -personally and professionally - by events taking place in the Middle East, Africa, Europe, etc. They need to know the workplace is changing. This course will broaden their horizons.

**Author:** Thomas Myers

**College:** Piedmont Virginia Community college

**Course Module:** Selected Concepts and Issues in International Marketing

**Discipline:** Marketing

**Abstract:** This module is designed for use near the end of a one-semester (16 week) introductory marketing principles class. The module will consist of four units, each requiring approximately one hour and a half of classroom time. The purpose of the module is to present selected concepts and issues germane to marketing in international settings. Emphasis will be given to cultural, economic, political-legal and technological factors which affect marketing strategy. In this way, the module is intended to enhance supplemental textbook material which traditionally has not been covered in this introductory class.

**Author:** Ravi C. Narayan

**College:** Northern Virginia Community College - AN

**Course Module:** International Diversity in Accounting and Auditing

**Discipline:** Accounting

**Abstract:** This module will incorporate international awareness in ACC 241, Auditing, since auditing is a major part of many of the biggest accounting firms. Most of these firms derive in excess of 60% of their revenues from international clients, so there is an acute need for students to understand and be familiar with international issues and knowledge. Students should be able to appreciate and be familiar with the international diversity in accounting and auditing, and also the importance of thinking globally.

**Author:** Diana Newman

**College:** Southwest Virginia Community College

**Course Module:** International Careers for Women

**Discipline:** Counseling

**Abstract:** This module includes three one-hour modules to be conducted in the Fall 1991 in STD 107 - Women's Perspective class. These modules will involve women students in awareness training, not only of the region as part of the global economy, but awareness that there will be many international job and career opportunities for those who seek them. Ms. Newman also developed a module entitled "International Careers" to be presented in STD 100 - Freshman Orientation, which is broken down into three one-hour modules. These modules will involve students in awareness training, not only of the region as part of the global economy, but awareness that there will be many international job and career opportunities for those who seek them.

**Author:** Rollie C. Nye, Jr.

**College:** Wytheville Community College

**Course Module:** Overview of World Trade

**Discipline:** Economics

**Abstract:** This learning unit contains a brief justification for studying international trade issues as well as a summary of several currently important topics. The basis for and the gains from specialization and trade are detailed. After reviewing the importance of money as a facilitator of trade, four arguments against international trade are considered. To further develop this topic, the actual money mechanics of foreign exchange rates are examined. For additional background, a history of the international monetary system including the Gold Standard and the Bretton Woods System is surveyed. A test of the knowledge imparted from this learning unit, a section of problems, complements the overview.

**Author:** Kathy O'Connor

**College:** Tidewater Community College - Chesapeake

**Course Module:** Adding a Global Perspective to College Composition I - World Change and Its Effect on Us

**Discipline:** English

**Abstract:** This module was developed to infuse information of current world events and situations into College Composition I and to foster students' critical analysis and written expression in reaction to such events. This approach can, in fact, be used in any composition class, but it seemed particularly important to infuse this into the (most likely) first college-level course students take. Sample articles have been included; these would need to be updated every semester/year. Sample questions for the READING/RESPONDING JOURNAL have also been included.

**Author:** Nancy O'Donnell

**College:** J. Sargeant Reynolds Community College

**Course Module:** NUR 214 - Nursing in Major Health Problems. Component: The Client from a Different Cultural or Ethnic Background

**Discipline:** Nursing

**Abstract:** This module was developed to be used in an associate in nursing degree program, within NUR 214 focuses on Parent-Child Nursing and utilizes as its primary clinical setting a large teaching hospital, where clients may be from urban or metropolitan settings as well as from overseas. The module includes objectives about cultural/ethnic attitudes, values, and health-seeking behaviors. It may be taught entirely as a supervised clinical experience or as an



independent study unit, depending on the individual student.

**Author:** Chuks A. Ogbonnaya

**College:** Mountain Empire Community College

**Course Module:** Global Environmental Problems

**Discipline:** Environmental Science

**Abstract:** This module describes an international understanding of the world's environmental problems. It is intended primarily to acquaint students of Environmental Problems (ENV 220) embarking upon Associate in Applied Science Degree in Environmental Science with global understanding of environmental problems. The articles that are contained in this module will shed light on our present global environmental problems. The selection process will be aimed at including material that will be readily assimilated by the students. Every effort will be made towards an understanding of the nature of the environmental problems that beset us as a species, and how, with wisdom and knowledge, the proper perspective can be shown.

**Author:** Douglas Ogle

**College:** Virginia Highlands Community College

**Course Module:** Natural History of Australia (General Biology 101)

**Discipline:** Biology

**Abstract:** This module was written with Charles Owens and will introduce students to basic information on Australia's geography, climate, and natural history; and describe the importance of Australia's unique animal life to evolution and geographic distribution.

**Author:** Samuel B. Olorounto

**College:** New River Community College

**Course Module:** African Literature: A Module

**Discipline:** English

**Abstract:** This module is to be used in English 251: Survey of World Literature - 1990-91 and 1991-92

**Author:** Charles Owens

**College:** Virginia Highlands Community College

**Course Module:** Natural History of Australia (General Biology 101)

**Discipline:** Biology

**Abstract:** This module was written with Douglas Ogle and will introduce students to basic information on Australia's geography, climate, and natural history; and describe the importance of Australia's unique animal life to evolution and geographic distribution.

**Author:** Walter W. Palmer

**College:** Wytheville Community College

**Course Module:** Activities to Reduce Ethnocentrism, Prejudice and Discrimination Based on Ethnic Stereotypes

**Discipline:** Sociology

**Abstract:** Examples of Ethnic Humor based primarily on various national stereotypes are presented in a preliminary lecture when students are assigned readings of the 100% American and copies of the magazine Soviet Life. Student impressions of each are written up. Student

group discussions are arranged and evaluation of change of student opinion is conducted.

**Author:** Bill Pascarosa

**College:** Tidewater Community College - Chesapeake

**Course Module:** Geo-Cultural Aspects of Literature

**Discipline:** English

**Abstract:** This module analyzes literature in a number of ways. Viewing prose fiction in a global sense is the purpose of this module. The setting for each of three short stories and the cultural and geographical implications of setting in short fiction is brought to the fore. Geographical concepts as they pertain to literature are infused, and the effects on literature of culturally variant philosophies is emphasized.

**Author:** Bonnie Perry

**College:** New River Community College

**Course Module:** Comparative Economic Systems - Economics 120 - Survey of American Economics

**Discipline:** Economics

**Abstract:** An economic system cannot adequately be taught in isolation of other existing economic systems. We do not live in isolation of other systems. Students should be made aware of how the world around them is interdependent and not one system serves the world in the same manner, nor does it have the same intended outcome. Each system is devised to get the most out of scarce resources deemed appropriate for the people within the different economic systems. Through this method, students will understand variations in the economic systems and goals established within the systems to function as a literate individual.

**Author:** Charles S. Pierce, Jr.

**College:** Tidewater Community College - Virginia Beach

**Course Module:** American and Latin American Short Studies

**Discipline:** English

**Abstract:** This module is to incorporate a Latin-American literature course component for English 112. One of the most ignored regions in the world in terms of lack of American newspaper coverage, lack of effective foreign diplomacy and lack of public awareness is our next door neighbor, Latin America. Thus, any awareness of latin American culture as seen in literature would increase student awareness of our similarities and differences as regions.

**Author:** William Pogue

**College:** Eastern Shore Community College

**Course Module:** International Modules for Small Business Management (BUS 165) and Business Law (BUS 241-241 and 240)

**Discipline:** Business

**Abstract:** These two modules were developed as part of a joint effort by four VCCS Business Management faculty/PIE participants. They are: Lois Bradley, JSRCC; Jerry Chaney, SVCC; Joyce Wood, NVCC, and myself. Each module serves a dual purpose: 1) for use conjunctively with the other modules to infuse international elements into BUS 100, and 2) for use as a separate module to infuse international elements into a course addressing an area of concentration (in the instance case - Small Business or Law).

**Author:** Jill Posovsky

**College:** Piedmont Virginia Community College

**Course Module:** The Killing Fields: An International Module for ENG 03, Preparation for College Writing

**Discipline:** English

**Abstract:** This module sets out new objectives to provide an "other" culture learning experience about which developmental students can draft an essay; provide an opportunity for students to raise social and political questions related to a different culture; provide information appropriate for students to develop an awareness of uniqueness of the time period and the people of stated culture; provide opportunity for developmental students to acquire basic research skills; and to show students that movies and lectures can be used for cross-disciplinary purposes.

**Author:** R. L. Rainard

**College:** Tidewater Community College - Chesapeake

**Course Module:** The Arab World and Western Civilization

**Discipline:** History

**Abstract:** Events in the Middle East have had tremendous influence upon the West for nearly three decades. Additionally, the beginnings of Western Civilization are traced to that strategic region. Yet with each new crisis we discover that students and professors lack sufficient knowledge to understand the course of events that unfold yearly in the Arab world. The purpose of this module is to provide students with a working knowledge of Islam and the Arab world, and an understanding and appreciation of the rich and complex world to which we are inextricably bound. The module is intended to be used during the second semester of Western Civilization. An extensive, but not exhaustive, annotated bibliography is included.

**Author:** J. Shuler Ringley

**College:** Mountain Empire Community College

**Course Module:** Internationalizing First Drafting and Design at MECC

**Discipline:** Drafting

**Abstract:** With Global Economics becoming a way of doing business every day in virtually every manufacturing company, I will internationalize first-year drafting by including topics in each of the following courses: Industrial Drafting Techniques I (DRF 141); Engineering Drawing Fundamentals I (DRF 151); and Materials and Processes of Industry (MEC 113).

**Author:** James N. Roberts

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Economic Evolution: Central Planning and the Economic Crisis in Eastern Europe and the Soviet Union

**Discipline:** Economics

**Abstract:** The objective of the module is to apply common "tools" of microeconomic analysis in an interesting way that both provides insights into the diversity of economic organization and deepens students' understanding and appreciation for the freedoms that we in this country enjoy as a result of our system of decentralized decision-making.

**Author:** Claire Robinson

**College:** J. Sargeant Reynolds Community College - Parham Rd.

**Course Module:** Minority Career Opportunities and International Implications

**Discipline:** Counseling

**Abstract:** This module will be incorporated into STD 100: Orientation to College. Its goals are to help students review past career experiences as guides for future direction, and to explore information about occupations and careers with an international emphasis.

**Author:** Helen Ross

**College:** Northern Virginia Community College - LO

**Course Module:** Going Global

**Discipline:** Counseling

**Abstract:** This module will be presented in a one-hour workshop. The STD 100: Job Search Strategies will be offered during the 1991 Spring semester. The goals of "Going Global" include: 1) provide an opportunity for students to identify and draw conclusions relative to global awareness; 2) familiarize students with the behavior/expectations necessary to succeed in a global society; 3) assist students in identifying their own capacity for success in an international context; and 4) provide opportunities for students to practice basic intercultural understanding.

**Author:** Alma Rowland

**College:** Virginia Highlands Community College

**Course Module:** What Happens There Affects Us Here: The Global Career Imperature (STD 100 - Student Orientation)

**Discipline:** Counseling

**Abstract:** Through attendance at two 1.5 hour orientation segments, participants will enhance their perspectives of international factors affecting career choice. Activities include a survey of internationally-based employers in the service area, a panel discussion involving those employers, and assistance with jobsearch strategies in an international market.

**Author:** Alice M. Ryan

**College:** New River Community College

**Course Module:** International Perspectives of Early Childhood Education and Child Care

**Discipline:** Childhood Education

**Abstract:** Industrialized nations of the world are faced with the challenge of meeting their nation's needs and demands of quality early childhood education and care. Each nation's needs stem from the necessity to nurture and educate it's children to grow to be intelligent and skillful members of their society that are capable to contribute to the countries' growth and development. Today's demands for quality early childhood education and care derive from the demographic fact that fathers and mothers are needed in the work force. Most industrialized nations have developed their own system either through careful strategies or by happenstance to provide child care. Investigating how a variety of nations are responding to these needs and demands will enlighten students to the critical issues involved.

**Author:** Leon I. Salomon

**College:** J. Sargeant Reynolds Community College

**Course Module:** Economics 201: Principles of Economics I - The Movement of Money in International Exchange



**Discipline: Economics**

**Abstract:** This module is intended to introduce concepts in international finance to students in a first course in macroeconomics who have come to understand the processes of money creation and the operations of domestic money markets. International finance is concerned with the foreign exchange market and the balance of payments between trading nations. International finance is also concerned with the economic policies that may be necessary to achieve an international equilibrium when the automatic processes of the market are not operating properly. The principal function of this international monetary system is to enable the fundamental economic processes of production and distribution to operate as smoothly and efficiently as possible throughout the world.

**Author:** Genevieve R. Sheridan

**College:** Northern Virginia Community College - AL

**Course Module:** American Art in an International Context

**Discipline:** Art

**Abstract:** This document describes a global approach to the teaching of the History of American Art. It affords the student the opportunity to broaden his knowledge of the antecedents of American Art. By being visually exposed to examples of selected European works of art from the late 1800's along with American examples, the student will have at the completion of the course, an in-depth knowledge of not only the European contribution to American art, but also a keener sense of the originality of American Art.

**Author:** Robert Benjamin Shirk

**College:** Tidewater Community College - Portsmouth

**Course Module:** Ensuring Machine Trades Employees are Training to Satisfy Current Employment Requirements of Inch and Metric Systems of Manufacture

**Discipline:** Machine Technology

**Abstract:** This module reflects the transitional international systems of measurements from inch to metric in the United States, Canada, and the rest of the world. This course is the first of a two semester lecture series enabling the student to apply visual and dimensional communication from engineering to the manufacture of the designed item in accordance with blueprint specifications, using machine tools and the associated hand tools. Emphasis is placed on the standard English inch system of dimensioning and blueprint reading. During the thirteenth week of the course, the metric system of dimensioning is introduced and a comparison to the inch system is studied to ensure the student is prepared to work from both the inch system and the metric system of dimensioning. The importance of knowing both systems is essential if American industries and military repair facilities are to survive in a world market that is highly competitive in both systems.

**Author:** Christopher A. Smith

**College:** Paul D. Camp Community College

**Course Module:** Developing an International Career Passport

**Discipline:** Counseling

**Abstract:** This module will be incorporated into STD 100: Orientation to College. Its goal is to enhance the students' awareness and knowledge of cultural diversity and the international career market. The sessions will be broken up into three one-hour blocks in STD 100.

**Author:** Vme Edom Smith

**College:** Northern Virginia Community College - MA

**Course Module:** Internationalizing the Sociology Curriculum

**Discipline:** Sociology

**Abstract:** Sociology 202, which is planned to help the student summarize an Introduction to Sociology and build a framework for further study in Sociology, includes assignments on sociological terms, professional journal articles and brief reports on researchers in the field. The student semester project is a group of presentations of a society from another culture, using a sociological perspective and summarizing the similarities and differences with our society.

**Author:** Elizabeth A. Smith

**College:** Southwest Virginia Community College

**Course Module:** Global is National: Hispanic Cultures at Home

**Discipline:** Spanish Language

**Abstract:** This module consists of five activities designed to acquaint students of Spanish in an rural and isolated community college to Hispanic cultures in the United States and in the region while at the same time allowing them to practice speaking, reading, writing and listening to the Spanish language.

**Author:** Sarah W. Somerville

**College:** Germanna Community College

**Course Module:** Our International Society: Working and Living in a Multi-cultural World

**Discipline:** Counseling

**Abstract:** This component for STD 100 will be incorporated into the syllabus. The purpose of this module is to raise awareness levels of STD 100 Orientation students concerning career opportunities of the international nature; inform students, faculty, and staff of employers in the local community which either conduct international business and/or offer international employment opportunities, and introduce students, faculty, and staff to the concept of "global awareness" and the importance of developing such an awareness.

**Author:** John Steenken

**College:** New River Community College

**Course Module:** Global Issues in the Student Newspaper

**Discipline:** English/Journalism

**Abstract:** In today's global economy, it is important for our students to learn about individuals from different parts of the world and to accept cultural differences about which they have little or no knowledge. Such acceptance and awareness will enable students to relate to with greater accuracy the international and multi-cultural influences of modern life.

**Author:** Anne Stein

**College:** Thomas Nelson Community College

**Course Module:** What in the World Would You Do Without Thomas Nelson? An International Module on Job-Seeking Skills

**Discipline:** Counseling

**Abstract:** This module is a three-part career planning module taught by the Career Center staff at Thomas Nelson Community College in Hampton, VA as part of the college orientation

program and Career Center placement activities. The objective of the module is to enhance student awareness of international career options and assist students in the development of job seeking skills for a global job market. The module involves a one and one-half hour workshop, a career fair and individual and small group research exercises in the Career Center. The community college as a linkage to international career opportunities is a central theme of module instruction.

**Author:** Emily Sterrett

**College:** Blue Ridge Community College

**Course Module:** Local Businesses Trading Abroad - A Panel

**Discipline:** Counseling

**Abstract:** Using the vehicle of the International Students' Club, the nucleus of which already exists on our campus, this group will assist in sponsoring a panel of local business persons representing firms engaging in international business. Three businesses will be selected to relate their experiences to students, faculty and staff. Ms. Sterrett developed another module entitled "Preparing for a Career in the Year 2000 - Think Globally."

**Author:** H. Brady Surles

**College:** Southwest Virginia Community College

**Course Module:** Political Science 211 - United States Government

**Discipline:** History

**Abstract:** This module is designed to compare the Bill of Rights of the United States with similar documents or traditions in the English and French traditions, the Soviet Union, industrialized democratic nations, and third world nations

**Author:** Elizabeth Tebow

**College:** Northern Virginia Community College - AN

**Course Module:** The Landscape in Art: Eastern and Western Views

**Discipline:** Art

**Abstract:** This module explores the differences in landscape painting in western and eastern art and the cultural, social, philosophical and scientific factors that contributed to them. In addition to major movements and individual masters of landscape painting, the student will be introduced to new ways of perceiving nature and evaluating what constitutes visual "reality" through art. These include concepts of place (real or ideal) and time (momentary, episodic, or timeless) and atmosphere (physical and emotional). This unit could be included in the regular surveys of western art history or surveys of Asian art, although it lends itself most easily to the more general scope of the art appreciation course.

**Author:** Becky Thomas

**College:** Piedmont Virginia Community College

**Course Module:** The Problem of Immigration into France

**Discipline:** French language

**Abstract:** A three-hour curricular module for use in french courses at the intermediate level and beyond.

**Author:** Phillip Thompke

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Czechoslovakia, 1989-90: A Module for the Western Civilization or World History Survey Course

**Discipline:** History

**Abstract:** This module is designed for three class sessions, each of them fifty minutes in length, to be incorporated into Western Civilization or World History courses.

**Author:** Susan Thompson

**College:** Northern Virginia Community College - AN

**Course Module:** Fitness & Wellness - Sport & Culture

**Discipline:** Physical Education

**Abstract:** This two part module was developed to be used in the existing PED 101 class. Fitness and wellness concepts are present in most of the developed countries. This unit looks at how these concepts are carried out by the peoples of these countries. In 1992, the Olympics will be held in Spain. Athletes from around the world will compete as they did in the times of the Grecian games. Sports are very much a part of the culture of every country. The second module looks at the cultures of the countries involved in the Games and what part sport plays in that culture.

**Author:** Michael Thro

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Existential Fiction

**Discipline:** English

**Abstract:** This module is an expansion of English 112, English Composition II. Also, it should be noted that this module could be used in other departments, such as humanities, philosophy, and history. The relationship to other courses offered by the aforementioned departments, offer the opportunity for strong interdisciplinary and intercultural (European and American) study. The timetable for this component is summer 1991 or any time thereafter. The contribution to internationalization of the college curriculum will draw on European (especially French) and American shared political and intellectual experience since World War I. The relationship to the rest of the course is the existential perspective which can aid in understanding much additional literature in English 112 and in the sophomore literature electives.

**Author:** Thomas Tredon

**College:** Lord Fairfax Community College

**Course Module:** Mathematics for Liberal Arts II

**Discipline:** Mathematics

**Abstract:** Liberal Arts Math II is not a required course in any program. Most of the students are in Liberal Arts, General Studies, or Education and Human Services. The module covers the history of complex numbers, quaternions, vectors, and instantaneous velocity, with emphasis on the life and times of various mathematicians--none of whom is American.

**Author:** Edith E. Trott

**College:** Northern Virginia Community College - AN

**Course Module:** Diseases of International Importance

**Discipline:** Nursing



**Abstract:** This module looks at parasites and endoparasites and how their effects affect human beings all over the world. In many parts of the world, especially countries with climate that is warm year round, parasites are a major cause of illness, resulting in a huge physical and economic loss to the individual as well as the country. Many of the parasites included in this exercise are found in the United States, however some do not normally occur here. It is becoming increasingly important to be aware of the most common parasites in the US and abroad, due to the amount of international travel for both pleasure and business. Those persons in the health professions need to be familiar with these parasites due to the large number of immigrants, returning business professionals and tourists, and foreign visitors in this geographic area.

**Author:** Robert L. Tureman

**College:** Paul D. Camp Community College

**Course Module:** Computing in the 1990's, A Look at Today's Marketplace

**Discipline:** Computer Science

**Author:** Pamela D. Turner

**College:** Thomas Nelson Community College

**Course Module:** Your Piece of the Pie: Planning a Career with an International Flavor

**Discipline:** Counseling

**Abstract:** This is a three-part module to prepare TNCC students for the international components of their community college coursework, international aspects of the career planning process and potential international aspects of job seeking skills and employment. The primary objectives of the modules are to increase student awareness of global issues and how they are affected by them and how their career planning can allow them to increase their participation in a global economy.

**Author:** Robert J. Tutton

**College:** John Tyler Community College

**Course Module:** Planning and Preparation for International Careers

**Discipline:** Counseling

**Abstract:** This module will be presented in STD 100: Orientation during the Fall and Spring semesters 1990-91. The module will be offered initially in three one-hour blocks consisting of the following: a) an overview of the more common international careers, b) job preparation and search strategies for securing international employment, and c) focus upon dealing with cultural diversity.

**Author:** William Van Keyser

**College:** Virginia Highlands Community College

**Course Module:** The Australian Bone (English 112-College Composition II)

**Discipline:** English

**Abstract:** This module introduces students to Australian crime writer Arthur W. Upfield, to the half-caste hero of 29 of his 34 novels - Napoleon Bonaparte - Bony, and to the unusual continent and culture of Australia.

**Author:** Ruth Van Liere

**College:** Virginia Western Community College

**Course Module:** Psychology 119, Cross-cultural Psychology

**Discipline:** Psychology

**Abstract:** This course investigates psychological principles from a cross-cultural perspective. It examines cultural basics for views of reality and describes topics such as, time, space, values, sex-roles, and human development in relation to culture. Cross-cultural psychology may appeal to students who plan to travel, study, work, or live in a foreign country or, are interested in expanding their knowledge of global similarities and differences. Reading and writing assignments, videos, class discussion, oral reports, writing assignments, videos, class discussion, oral reports, simulations, guest speakers, a research paper, and participation in VWCC's International Friendship Club will provide students with opportunities to learn cross-cultural information. Psychology 119 is a one semester, 3 credit course.

**Author:** Thomas A. Varner

**College:** J. Sargeant Reynolds Community College

**Course Module:** Comparative Study of Continental and US Prosecutorial and Judicial Systems.

**Discipline:** Criminal Justice

**Abstract:** This module is designed to allow students to critically analyze the preparation and selection of prosecutors, judges, and jury members in the continental and common law traditions. A variety of sources and countries will be included in the analysis. The module is designed for an advanced second year elective course in the Administration of Justice Associate of Applied Science degree program. The module is intended to be taught as a continuous three hour unit.

**Author:** Gale S. Vathing

**College:** Northern Virginia Community College - AL

**Course Module:** Introducing an International Perspective into French English

**Discipline:** English

**Abstract:** The approach outlined in this module allows for international themes to pervade the first semester of Freshman Composition without formulating writing assignments on specific international topics.

**Author:** Robert Vawter

**College:** Rappahannock Community College

**Course Module:** Global Economic Effects of the Gulf War

**Discipline:** Economics

**Abstract:** This document describes a teaching module designed to give students an opportunity to examine the potential global economic effects of a major event that is taking place somewhere in the world. Each time the class is taught, a different event can be used. This allows the students to see that the United States' economy is constantly being affected by events taking place outside of our boundaries and that decisions made by one country can easily have global effects. This semester's module will be done using the current Gulf War. The second semester students in Principles of Economics will be required to apply economic concepts to current events that are happening in the Persian Gulf.

**Author:** Mary Ann Vogt  
**College:** Central Virginia Community College  
**Course Module:** World of Work  
**Discipline:** Counseling

**Abstract:** This module will be presented in three one-hour sequential blocks in Psychology 120 - Human Relations. The goals are: 1) to discuss four factors which should be considered in making a career decision: (1) vocational interests; (2) personality; (3) work values; (4) skills; 2) to provide an opportunity for students to increase knowledge of cultural differences in the global market place; and 3) to help students become aware of the type of education, career resource materials, and job placement skills necessary to enter a government or an international career.

**Author:** Bettye S. Walsh  
**College:** Piedmont Virginia Community College  
**Course Module:** The Killing Fields: An International Module for ENG 03, Preparation for College Writing  
**Discipline:** English  
**Abstract:** This module is co-authored with Jill Posovsky and the curriculum description is presented under Posovsky's name.

**Author:** Virginia J. Ward  
**College:** Northern Virginia Community College - AN  
**Course Module:** Focus on the German Democratic Republic 1949 - 1990  
**Discipline:** German Language  
**Abstract:** A curriculum module for the undergraduate beginning German II course. This document describes a curriculum module dealing with the political, geographical and social phenomena present during the forty-one-year existence of the German Democratic Republic. It employs a comparative approach in that data on the West German state will be provided for reference. It is intended for use in any German language instruction course, however, it may be useful in other disciplines as well.

**Author:** Glenda S. Wilkerson  
**College:** Rappahannock Community College  
**Course Module:** English 101 - Practical Writing I  
**Discipline:** English  
**Abstract:** In this course, students will concentrate on written communication skills on the sentence and paragraph levels and learn how to approach writing as a process.

**Author:** Lee-Ann Williams  
**College:** Germanna Community College  
**Course Module:** Writing About the World. Incorporating an International and Multicultural Perspective in the College Composition II/ENG 112 Curriculum  
**Discipline:** English  
**Abstract:** This curriculum module describes an approach to incorporating an international and multicultural perspective in the College Composition II/ENG 112 curriculum. "Writing About The World" is the focus for this course. Students are encouraged to become aware of

international and multicultural issues and to write about them in their journals, essay, and research papers. They are also encouraged to share their international and multicultural experience. The module includes teaching strategies, suggestions for classroom activities, ideas about developing resources, methods for evaluating and assessing students, background information about the author, a specific syllabus/schedule for use in this course, and a handout for one of the suggested classroom activities. The schedule is designed for a class that meets once per week but can be adapted to classes which meet more often.

**Author:** Mary F. Wise

**College:** Northern Virginia Community College - AL

**Course Module:** Biomes of the World

**Discipline:** Biology

**Abstract:** This module examines the major terrestrial life zones of the earth, the geographic location of these biomes, and some of the differences in the plants and animals which inhabit these biomes. It also examines the factors that determine biomes and what kinds of organisms will be present in a particular geographic location on the earth. The goals of this module are to make students aware of some of the many different organisms that inhabit our globe, to stimulate an appreciation for the differences in the plants and animals that live in geographically different areas of the earth, and to understand that these factors and changes brought about by man affect the capability of biomes to support and sustain plant, animal, and human life in those areas.

**Author:** Ernie L. Wolfe

**College:** J. Sargeant Reynolds Community College

**Course Module:** Dental Impact on Dental Ceramics and Dental Laboratory Technology - DNL 220, Introduction to Dental Ceramics

**Discipline:** Dental Technology

**Abstract:** Introduction to Dental Ceramics is a required course in the Dental Technology Associate Degree Program. This unit of study was developed to enhance and broaden the students perspective of global influences that are currently changing laboratory techniques. There is a need for students to be familiar with new materials and techniques that have been developed in other countries to satisfy the demands of modern dentistry in the United States.

**Author:** Gayle Wolfe

**College:** Germanna Community College

**Course Module:** Multi-Cultural Perspectives for Human Growth and Development

**Discipline:** Psychology

**Abstract:** This document describes a global approach to the teaching of Development Psychology or Human Growth and Development. A topical approach is used for learning multicultural attitudes, behaviors, values, and knowledge. The same approach could be used in various other courses such as Abnormal Psychology or Introduction to Psychology. Included is a description of the global approach, plans for its delivery and assessment, and how it relates to internationalizing the curriculum. Attachments include the course syllabus and a listing of resource materials.



**Author:** Joyce H. Wood

**College:** Northern Virginia Community College - AL

**Course Module:** International Marketing Module

**Discipline:** Business

**Abstract:** This module is to be incorporated into BUS 100: Introduction to Business. It is one of four coordinated modules developed through the combined expertise and efforts of four VCCS Business Management Faculty/Project International Emphasis participants Lois Bradley, JSRCC; Jerry Chaney, SVCC; William Pogue, ESCC; and myself.

**Author:** Linwood Wooldridge, III

**College:** Northern Virginia Community College - AL

**Course Module:** The Adoption of Values and the Impact of Cultural Orientation on Interpersonal Reactions and/or Group Dynamics

**Discipline:** Counseling

**Abstract:** This document was developed to be utilized in the STD 100-Orientation course. A format for learning about the adoption of values in one's cultural background is given. Also included in the document is a plan for assisting participants to realize the differences in perceptions of communication as a result of grounding in a particular cultural orientation. A list of resource materials is included.

## ALPHABETICAL LIST OF MODULE WRITERS BY DISCIPLINE

**Author:** Ravi C. Narayan

**College:** Northern Virginia Community College - AN

**Course Module:** International Diversity in Accounting and Auditing

**Discipline:** Accounting

**Abstract:** This module will incorporate international awareness in ACC 241, Auditing, since auditing is a major part of many of the biggest accounting firms. Most of these firms derive in excess of 60% of their revenues from international clients, so there is an acute need for students to understand and be familiar with international issues and knowledge. Students should be able to appreciate and be familiar with the international diversity in accounting and auditing, and also the importance of thinking globally.

**Author:** Jane Larew

**College:** Piedmont Virginia Community College

**Course Module:** An International Approach to Art on a Rather Small Scale

**Discipline:** Art

**Abstract:** Using an international student arrayed in his or her native attire as a model in a painting class creates a cultural close encounter of a very special kind.

**Author:** Randy Michener

**College:** Northern Virginia Community College - MA

**Course Module:** The Russian-American Fine Arts Exchange and Lectures

**Discipline:** Art

**Abstract:** This international module emphasizes Fine Arts exchanges between the USA and the USSR. An understanding of art produced in each of these countries contributes to our general understanding of their cultural differences. Mr. Michener was one of 57 Washington, D.C. artists who was selected to participate in the Washington-Moscow Exchange, a privately funded arts organization. He lived with a Russian artist for a week and has prepared slides and lectures for students and faculty on this experience. He is also involved in joint exhibits with Russian artists and in October, 1991, he will be host to the Russian artist he met in 1990.

**Author:** Genevieve R. Sheridan

**College:** Northern Virginia Community College - AL

**Course Module:** American Art in an International Context

**Discipline:** Art

**Abstract:** This document describes a global approach to the teaching of the History of American Art. It affords the student the opportunity to broaden his knowledge of the antecedents of American Art. By being visually exposed to examples of selected European works of art from the late 1800's along with American examples, the student will have at the completion of the course, an in-depth knowledge of not only the European contribution to American art, but also a keener sense of the originality of American Art.

**Author:** Elizabeth Tebow

**College:** Northern Virginia Community College - AN

**Course Module:** The Landscape in Art: Eastern and Western Views

**Discipline:** Art

**Abstract:** This module explores the differences in landscape painting in western and eastern art and the cultural, social, philosophical and scientific factors that contributed to them. In addition to major movements and individual masters of landscape painting, the student will be introduced to new ways of perceiving nature and evaluating what constitutes visual "reality" through art. These include concepts of place (real or ideal) and time (momentary, episodic, or timeless) and atmosphere (physical and emotional). This unit could be included in the regular surveys of western art history or surveys of Asian art, although it lends itself most easily to the more general scope of the art appreciation course.

**Author:** Anne S. Dowd

**College:** Thomas Nelson Community College

**Course Module:** Japanese Art

**Discipline:** Art

**Abstract:** This module, which is to be added to Art 102 as it surveys the painting, architecture, and sculpture of western civilization, is to include a brief introduction to Japanese art through its painting and architecture.

**Author:** Max Couchman

**College:** Blue Ridge Community College

**Course Module:** Module on Planetary Ecology - General Biology 101

**Discipline:** Biology

**Abstract:** This module will address the three major ecological crises of rapid population increase, excessive consumption of resources, and pollution, which are confronting the biosphere as well as the different national and international efforts to solve these crises.

**Author:** John M. Killian

**College:** Virginia Western Community College

**Course Module:** The Consequences of Deforestation upon the People of the Dominican Republic

**Discipline:** Biology

**Abstract:** A three hour module on the impact of deforestation in the Dominican Republic for use in a Biology 102 (General Biology course) is presented. Goals and objectives, teaching strategies, an outline, and literature are included. After an introductory video presentation and discussion students read selected portion of the literature and contribute the results of their readings to a classroom discussion group.

**Author:** Douglas Ogle

**College:** Virginia Highlands Community College

**Course Module:** Natural History of Australia (General Biology 101)

**Discipline:** Biology

**Abstract:** This module was written with Charles Owens and will introduce students to basic information on Australia's geography, climate, and natural history; and describe the

importance of Australia's unique animal life to evolution and geographic distribution.

**Author:** Mary F. Wise

**College:** Northern Virginia Community College - AL

**Course Module:** Biomes of the World

**Discipline:** Biology

**Abstract:** This module examines the major terrestrial life zones of the earth, the geographic location of these biomes, and some of the differences in the plants and animals which inhabit these biomes. It also examines the factors that determine biomes and what kinds of organisms will be present in a particular geographic location on the earth. The goals of this module are to make students aware of some of the many different organisms that inhabit our globe, to stimulate an appreciation for the differences in the plants and animals that live in geographically different areas of the earth, and to understand that these factors and changes brought about by man affect the capability of biomes to support and sustain plant, animal, and human life in those areas.

**Author:** Harold S. Adams

**College:** Dabney S. Lancaster Community College

**Course Module:** General Biology II (BIO 102). Our Global Home: How Dependent Are We On Fellow Global Citizens?

**Discipline:** Biology

**Abstract:** This module was developed for use as a final laboratory activity in an ecology unit of a one-year general biology course. It could also serve for use in an environmental science course or any course dealing with man's relationship to his environment. The information is designed to increase awareness within students of their relationship to fellow world inhabitants, and how that relationship might be improved.

**Author:** Charles Owens

**College:** Virginia Highlands Community College

**Course Module:** Natural History of Australia (General Biology 101)

**Discipline:** Biology

**Abstract:** This module was written with Douglas Ogle and will introduce students to basic information on Australia's geography, climate, and natural history; and describe the importance of Australia's unique animal life to evolution and geographic distribution.

**Author:** Paul English

**College:** Tidewater Community College - Chesapeake

**Course Module:** Developing & Using Individualized Handouts

**Discipline:** Business

**Abstract:** Four handouts have been developed for this module to help globalize the curriculum when appropriate to the class or to the topic. Handouts on the following topics are: China, Japan, The Gulf, and Eastern Europe.

**Author:** Arlene Keifer

**College:** Lord Fairfax Community College

**Course Module:** Module for International Education - Managing in a Global Environment

**Discipline:** Business

**Abstract:** This curricular component for BUS 150 is a three-hour module to be inserted into the regular 3-credit course. This module was designed to help students to develop an understanding of managing in a global environment and how diverse cultures affect the management processes. It includes plans for delivery and assessment, a list of resource materials, and an course outline.

**Author:** William Pogue

**College:** Eastern Shore Community College

**Course Module:** International Modules for Small Business Management (BUS 165) and Business Law (BUS 241-241 and 240)

**Discipline:** Business

**Abstract:** These two modules were developed as part of a joint effort by four VCCS Business Management faculty/PIE participants. They are: Lois Bradley, JSRCC; Jerry Chaney, SVCC; Joyce Wood, NVCC, and myself. Each module serves a dual purpose: 1) for use conjunctively with the other modules to infuse international elements into BUS 100, and 2) for use as a separate module to infuse international elements into a course addressing an area of concentration (in the instance case - Small Business or Law).

**Author:** Jerry C. Chaney

**College:** Southside Virginia Community College

**Course Module:** International Finance

**Discipline:** Business

**Abstract:** This module will integrate into the course curriculum of Business 100: Introduction to Business. This is my contribution to the joint effort by Lois Bradley, Joyce Wood, and William Pogue.

**Author:** Joyce H. Wood

**College:** Northern Virginia Community College - AL

**Course Module:** International Marketing Module

**Discipline:** Business

**Abstract:** This module is to be incorporated into BUS 100: Introduction to Business. It is one of four coordinated modules developed through the combined expertise and efforts of four VCCS Business Management Faculty/Project International Emphasis participants Lois Bradley, JSRCC; Jerry Chaney, SVCC; William Pogue, ESCC; and myself.

**Author:** Ann Barnard

**College:** Thomas Nelson Community College

**Course Module:** Infusion of International Topics in Office Systems and Procedures

**Discipline:** Business

**Abstract:** This module/course, OFT 251 (Office Systems and Procedures), is designed to help meet the needs of the student in the two-year Associate in Applied Science program leading to the occupational objectives of the Office Systems technology department executive secretary and word processing degree program. According to Professional Secretaries International, secretaries the world over are basically the same--making secretaryship one of the few truly global professions. The infusion of international topics into the existing Office



Systems and Procedures class will expand the student's thinking and preparation of work from local business and regional thinking to international business and global thinking. The international topics in the course will complement the international economic development and existing businesses in the community with a better prepared secretarial workforce.

**Author:** Virginia A. Alvis

**College:** Virginia Highlands Community College

**Course Module:** Basic Global Awareness with a Business Emphasis (Business 100)

**Discipline:** Business

**Abstract:** Students already in the business field and those planning to enter must study international business and marketing concepts, as well as the cultural aspects of language, religion, food and taboos. In this module, students prepare documents necessary for travel outside the U.S., investigate employment opportunities in foreign lands (as well as U.S.-based foreign firms), and consider cultural practices required for successful business ventures.

**Author:** Alice M. Ryan

**College:** New River Community College

**Course Module:** International Perspectives of Early Childhood Education and Child Care

**Discipline:** Childhood Education

**Abstract:** Industrialized nations of the world are faced with the challenge of meeting their nation's needs and demands of quality early childhood education and care. Each nation's needs stem from the necessity to nurture and educate it's children to grow to be intelligent and skillful members of their society that are capable to contribute to the countries' growth and development. Today's demands for quality early childhood education and care derive from the demographic fact that fathers and mothers are needed in the work force. Most industrialized nations have developed their own system either through careful strategies or by happenstance to provide child care. Investigating how a variety of nations are responding to these needs and demands will enlighten students to the critical issues involved.

**Author:** Robert L. Tureman

**College:** Paul D. Camp Community College

**Course Module:** Computing in the 1990's, A Look at Today's Marketplace

**Discipline:** Computer Science

**Author:** Thomas Cannon

**College:** Danville Community College

**Course Module:** Internationalizing of Microcomputer Applications in WordPerfect and Lotus 1-2-3.

**Discipline:** Computer Science

**Abstract:** This module is intended to be infused into CIS 150 - Microcomputer Software. This module provides a working introduction to microcomputer software, fundamentals, and applications. It includes operating systems, word processing, spreadsheet and database software with an infusion of international flavor.

**Author:** M. Hashem Anwari

**College:** Northern Virginia Community College - LO

**Course Module:** Internationalizing CIS and CSC Courses at NVCC Loudoun Campus  
**Discipline:** Computer Science

**Author:** Janet Gay

**College:** Rappahannock Community College

**Course Module:** Counseling Component for Cultural Awareness

**Discipline:** Counseling

**Abstract:** The purpose of this project is to raise students' awareness of the possible international involvement of their career choices. This module will be separated into three one-hour sessions.

**Author:** Dale Furbish

**College:** Virginia Western Community College

**Course Module:** The World is Becoming Smaller - Counseling Module

**Discipline:** Counseling

**Abstract:** Two modules are described highlighting the international emphasis of careers in two approaches. One will be a two-hour in-class presentation in STD 107 - Career Development. The other will be a one hour panel discussion that will speak to the international dimension of business and jobs in the Roanoke Area. A separate module is constructed for each activity.

**Author:** Terry A. Johnson

**College:** Northern Virginia Community College - AN

**Course Module:** Assertiveness Training for the Multi-Cultural Student

**Discipline:** Counseling

**Abstract:** A workshop designed for students and advisors to focus on what factors inhibit multi-cultural student involvement, what concepts are associated with assertive behavior and how effectively those behaviors can be used to increase multi-cultural student involvement in co-curricular programs.

**Author:** Christopher A. Smith

**College:** Paul D. Camp Community College

**Course Module:** Developing an International Career Passport

**Discipline:** Counseling

**Abstract:** This module will be incorporated into STD 100: Orientation to College. Its goal is to enhance the students' awareness and knowledge of cultural diversity and the international career market. The sessions will be broken up into three one-hour blocks in STD 100.

**Author:** Anne Stein

**College:** Thomas Nelson Community College

**Course Module:** What in the World Would You Do Without Thomas Nelson? An International Module on Job-Seeking Skills

**Discipline:** Counseling

**Abstract:** This module is a three-part career planning module taught by the Career Center staff at Thomas Nelson Community College in Hampton, VA as part of the college orientation program and Career Center placement activities. The objective of the module

is to enhance student awareness of international career options and assist students in the development of job seeking skills for a global job market. The module involves a one and one-half hour workshop, a career fair and individual and small group research exercises in the Career Center. The community college as a linkage to international career opportunities is a central theme of module instruction.

**Author:** Gail Johnson

**College:** Dabney S. Lancaster Community College

**Course Module:** What in the World Can I Do? Considering International Employment as Part of Career Exploration and Job Placement Activities

**Discipline:** Counseling

**Abstract:** Early attempts to "internationalize" the curriculum have been made at Dabney S. Lancaster Community College. This module looks at the lack of adequate career exploration and job placement activities both in a general sense and in specific ways such as finding jobs out of the area, state and nation. It is recommended that sessions on building skills and developing attitudes in the areas of career exploration and job placement be included in the New Student Orientation Program beginning with the summer of 1991. Early findings gathered from a brief questionnaire showed a definite need for such activities at our college.

**Author:** Sarah W. Somerville

**College:** Germanna Community College

**Course Module:** Our International Society: Working and Living in a Multi-cultural World

**Discipline:** Counseling

**Abstract:** This component for STD 100 will be incorporated into the syllabus. The purpose of this module is to raise awareness levels of STD 100 Orientation students concerning career opportunities of the international nature; inform students, faculty, and staff of employers in the local community which either conduct international business and/or offer international employment opportunities, and introduce students, faculty, and staff to the concept of "global awareness" and the importance of developing such an awareness.

**Author:** Ellen J. Fancher

**College:** Northern Virginia Community College - WO

**Course Module:** Increase Your Multicultural I.Q.

**Discipline:** Counseling

**Abstract:** This four-hour program will be offered as part of the Woodbridge Campus Orientation (STD 100) course. The goals of the program are: 1) to increase the students' knowledge of world geography, 2) to increase students' knowledge of different cultures, 3) to challenge pre-existing stereotypes about other cultures, 4) to provide a forum for dialogue among individuals from the U.S. and other countries, and 5) to inform students of recent changes that have made all countries more interdependent.

**Author:** Alma Rowland

**College:** Virginia Highlands Community College

**Course Module:** What Happens There Affects Us Here: The Global Career Imperature (STD 100 - Student Orientation)

**Discipline:** Counseling



**Abstract:** Through attendance at two 1.5 hour orientation segments, participants will enhance their perspectives of international factors affecting career choice. Activities include a survey of internationally-based employers in the service area, a panel discussion involving those employers, and assistance with jobsearch strategies in an international market.

**Author:** Helen Ross

**College:** Northern Virginia Community College - LO

**Course Module:** Going Global

**Discipline:** Counseling

**Abstract:** This module will be presented in a one-hour workshop. The STD 100: Job Search Strategies will be offered during the 1991 Spring semester. The goals of "Going Global" include: 1) provide an opportunity for students to identify and draw conclusions relative to global awareness; 2) familiarize students with the behavior/expectations necessary to succeed in a global society; 3) assist students in identifying their own capacity for success in an international context; and 4) provide opportunities for students to practice basic intercultural understanding.

**Author:** Bobby Horton

**College:** Wytheville Community College

**Course Module:** WCC and the International Workplace

**Discipline:** Counseling

**Abstract:** This module targets all students in Freshman Orientation (STD 100), and project activities will be directed at students currently in Business Mgt., Bus. Admin. curricula and students enrolled in Survey of Economics (ECO 120) and Economics (ECO 201). Phase I will consist of a 50-minute presentation to STD 100 section on the international nature of the workplace. Phase II will target students pursuing degrees in Bus. Mgt. and Bus. Admin., which will be a three-hour seminar on the international nature of local business and industry. The focus of the program will be the impact of the work marketplace on the economy of the WCC service region and the part that the community college can play in ensuring that local companies are effective as competitors.

**Author:** Alison Harwell

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Career Planning for the New Age

**Discipline:** Counseling

**Abstract:** This module will be offered as an option for STD 195 - Orientation. The intent of this course is to heighten students' awareness of international issues and how they impact on the global economy and eventually trickle down to affect local labor market conditions.

**Author:** Becky Groff

**College:** Northern Virginia Community College - LO

**Course Module:** Prepare For The Future: International Careers

**Discipline:** Counseling

**Abstract:** This module is to be incorporated into STD 100 - Orientation, Section: Career Exploration, to alert students to overseas opportunities when they are seeking employment. Without more global awareness in the marketplace, it is foreseeable that many students would

not investigate these job possibilities. International employment should be a career option for consideration, and this module focus should prepare students for full international employment investigation.

**Author:** Barbara Hammer

**College:** Southside Virginia Community College

**Course Module:** Career Counselor Project

**Discipline:** Counseling

**Abstract:** This module will introduce and familiarize the student with international careers and the opportunities that are available. This will target students enrolled in STD 100 - Orientation.

**Author:** Alan Harris

**College:** Paul D. Camp Community College

**Course Module:** Doing Business Abroad

**Discipline:** Counseling

**Abstract:** The purpose of this module is to increase the awareness of students about cultural differences in general, specific cultural differences of select countries, and to utilize this information in particular business simulations. This module is designed to be team taught with business faculty, especially in the areas of economics, accounting, and computers; and a counselor.

**Author:** Linwood Wooldridge

**College:** Northern Virginia Community College - AL

**Course Module:** The Adoption of Values and the Impact of Cultural Orientation on Interpersonal Reactions and/or Group Dynamics

**Discipline:** Counseling

**Abstract:** This document was developed to be utilized in the STD 100-Orientation course. A format for learning about the adoption of values in one's cultural background is given. Also included in the document is a plan for assisting participants realize the differences in perceptions of communication as a result of grounding in a particular cultural orientation. A list of resource materials is included.

**Author:** Emily Sterrett

**College:** Blue Ridge Community College

**Course Module:** Local Businesses Trading Abroad - A Panel

**Discipline:** Counseling

**Abstract:** Using the vehicle of the International Students' Club, the nucleus of which already exists on our campus, this group will assist in sponsoring a panel of local business persons representing firms engaging in international business. Three businesses will be selected to relate their experiences to students, faculty and staff. Ms. Sterrett developed another module entitled "Preparing for a Career in the Year 2000 - Think Globally."

**Author:** Patsy Moore-Talbott

**College:** Tidewater Community College - Chesapeake

**Course Module:** Getting Out of Our Little Local Boxes: Infusing a Global Career

**Perspective into STD 198: Seminar in Career Exploration****Discipline: Counseling**

**Abstract:** The purpose of this module is to introduce students to a broader "global career perspective." Students have to begin to realize that even if they live in Chesapeake their entire lives, they will indeed be impacted - personally and professionally - by events taking place in the Middle East, Africa, Europe, etc. They need to know the workplace is changing. This course will broaden their horizons.

**Author: Valerie J. Evans****College: Tidewater Community College - Virginia Beach****Course Module: Seminar in Study Skills for ESL Students****Discipline: Counseling**

**Abstract:** The information obtained through this class will hopefully facilitate the student's smooth entry into the college's social and academic lifestyle. Student population in these classes are broken down into three major categories - Asian, Hispanic, and middle-eastern. This 10-week course will include: pretesting of students in the first session using the materials included in the module, and classroom discussion of different the different cultures the students bring with them and how they are affected by the educational system. The second part of the course will be a general overview of efficient and effective methods of studying, but the primary areas to be emphasized will be notetaking, listening skills, memory techniques and test-taking.

**Author: Dale W. Conrad****College: New River Community College****Course Module: An International Look at the Work Environment: A Career Development Module****Discipline: Counseling**

**Abstract:** This module will include live presentations for regular classes and video tapes for independent learning classes for students enrolled in STD 107, Career Education.

**Author: Diana Newman****College: Southwest Virginia Community College****Course Module: International Careers for Women****Discipline: Counseling**

**Abstract:** This module includes three one-hour modules to be conducted in the Fall 1991 in STD 107 - Women's Perspective class. These modules will involve women students in awareness training, not only of the region as part of the global economy, but awareness that there will be many international job and career opportunities for those who seek them.

Ms. Newman also developed a module entitled "International Careers" to be presented in STD 100 - Freshman Orientation, which is broken down into three one-hour modules. These modules will involve students in awareness training, not only of the region as part of the global economy, but awareness that there will be many international job and career opportunities for those who seek them.

**Author:** Mary Ann Vogt  
**College:** Central Virginia Community College  
**Course Module:** World of Work  
**Discipline:** Counseling

**Abstract:** This module will be presented in three one-hour sequential blocks in Psychology 120 - Human Relations. The goals are: 1) to discuss four factors which should be considered in making a career decision: (1) vocational interests; (2) personality; (3) work values; (4) skills; 2) to provide an opportunity for students to increase knowledge of cultural differences in the global market place; and 3) to help students become aware of the type of education, career resource materials, and job placement skills necessary to enter a government or an international career.

**Author:** Rita J. Barnes  
**College:** Tidewater Community College - Chesapeake  
**Course Module:** Internationalizing a Personal Development Course for Women STD 195: Seminar for Returning Women  
**Discipline:** Counseling

**Abstract:** Returning Women at Tidewater Community College-Chesapeake need to increase their awareness about similarities and differences about roles of women throughout the world. Learning needs to be internationalized even for individuals who live in Virginia their entire lives, world events will impact on them personally and professionally. Realizations must take form that roles in society are changing significantly. Women experiencing this course will begin to understand these truisms and more importantly will begin to answer the questions of how they fit.

**Author:** Barbara Caul  
**College:** J. Sargeant Reynolds Community College - Parham Rd.  
**Course Module:** Orientation: 1990-91 Academic Session  
**Discipline:** Counseling

**Abstract:** This module/course will focus on student life, including college policies and procedures, as well as the health and well being of the student. Topics such as study skills, cultural, social, and education programs, student organizations, substance abuse, and Aids education will be covered.

**Author:** Robert J. Tutton  
**College:** John Tyler Community College  
**Course Module:** Planning and Preparation for International Careers  
**Discipline:** Counseling

**Abstract:** This module will be presented in STD 100: Orientation during the Fall and Spring semesters 1990-91. The module will be offered initially in three one-hour blocks consisting of the following: a) an overview of the more common international careers, b) job preparation and search strategies for securing international employment, and c) focus upon dealing with cultural diversity.

**Author:** Julia Brown

**College:** Northern Virginia Community College - AN

**Course Module:** STD 100: Orientation to College: Other Cultural Perspectives

**Discipline:** Counseling

**Abstract:** These three one-hour modules were conducted in the spring, 1991. They involved students in awareness that there will be many international job and career opportunities for those who seek them.

**Author:** Bernadette Black

**College:** Northern Virginia Community College - AL

**Course Module:** STD 107/PSY 106 Career/Life Planning

**Discipline:** Counseling

**Abstract:** This module will last at least one hour in length and be presented in the three credit class at different times throughout the semester. The purpose of the module is to sensitize participants in multicultural communication, expose participants to global issues affecting the environment, workplace and life style options, and expand career options to include international alternatives.

**Author:** Julie Jones

**College:** Lord Fairfax Community College

**Course Module:** America's Work Force and Careers with an International Emphasis

**Discipline:** Counseling

**Abstract:** This module will seek to inform students about careers with an international emphasis in three activities: 1) The World-of-Work; 2) Panel Discussion of Business Professional from Companies with International Affiliations, and 3) Values, Commitment and Careers Abroad. The American work force needs to be educated about the increasing interdependence of the world and the character of careers which will demand skills in languages and knowledge of other countries. If members of the national work force are aware of these realities, they will be better equipped to make the necessary changes in order to gain competence in an interdependent job market. With the knowledge this course presents, students will be better equipped to make responsible choices about preparing themselves for the global marketplace. This module will be incorporated into STD 107: Orientation - Career Planning.

**Author:** Claire Robinson

**College:** J. Sargeant Reynolds Community College - Parham Rd.

**Course Module:** Minority Career Opportunities and International Implications

**Discipline:** Counseling

**Abstract:** This module will be incorporated into STD 100: Orientation to College. Its goals are to help students review past career experiences as guides for future direction, and to explore information about occupations and careers with an international emphasis.

**Author:** James R. Brunner

**College:** Northern Virginia Community College - AN

**Course Module:** Cultural Differences and the Student Work Force - A Workshop for Student Employees



**Discipline: Counseling**

**Abstract:** This module is a student's workshop which addresses cultural differences in the work place from the student's side. This workshop will be about 1 1/2 hours and will present information, along with some exercises that will accomplish several goals. First, we will increase retention of the student employees in the work Study Program and in college. If they have a successful work experience they will earn the money to continue enrollment. Second, the students will have some tools to do some problem solving on their own. The workshop is not meant to place blame for all problems on the failure of students to understand cultural differences, but instead to tell everyone how cultural barriers might make it difficult for the student to fulfill his or her responsibilities. Third, there will be an increase in awareness of cultural differences which will generalize into other work settings. This is important since the U.S. work force is increasingly multicultural.

**Author:** Elizabeth Davis

**College:** Dabney S. Lancaster Community College

**Course Module:** International Career Awareness

**Discipline:** Counseling

**Author:** Pamela D. Turner

**College:** Thomas Nelson Community College

**Course Module:** Your Piece of the Pie: Planning a Career with an International Flavor

**Discipline:** Counseling

**Abstract:** This is a three-part module to prepare TNCC students for the international components of their community college coursework, international aspects of the career planning process and potential international aspects of job seeking skills and employment. The primary objectives of the modules are to increase student awareness of global issues and how they are affected by them and how their career planning can allow them to increase their participation in a global economy.

**Author:** Cheryl S. Joyce

**College:** Patrick Henry Community College

**Course Module:** Women in the Workplace: A Global Perspective

**Discipline:** Counseling

**Abstract:** Community college students, faculty and staff will gain awareness of the role of women from various cultures (ie., French, Greek, Vietnamese, and Chinese) in the workplace. Two other modules were included in the module package. They are: "International Scavenger Hunt" and "Cross-Cultural Communication."

**Author:** Cynthia Mongle

**College:** Mountain Empire Community College

**Course Module:** Survey of Criminal Justice, ADJ 100

**Discipline:** Criminal Justice

**Abstract:** This module will compare and contrast the American Criminal Justice system with Criminal Justice systems from the far eastern countries of Japan and China along with the European countries of England and France. The module will focus on differences in police functions and power, courts and individual rights, and the correctional philosophy among the

different countries.

**Author:** Rana A. R. Khan

**College:** Germanna Community College

**Course Module:** An International Approach to the Teaching of ADJ-116 - Special Police Problems

**Discipline:** Criminal Justice

**Abstract:** The proposed curriculum module describes an international approach to the teaching of comparative studies of crime and criminal justice. Each unit in the module provides its readers the knowledge of the diversified cultural background, customs and religious beliefs. Similar approach could be used in numerous sociology, criminology, psychology, anthropology, and human behavior courses. Module description of the comparative studies plans for its execution and assessment, and how it relates to internationalization of the curriculum. Included are the course syllabus and listing of resource materials.

**Author:** Thomas A. Varner

**College:** J. Sargeant Reynolds Community College

**Course Module:** Comparative Study of Continental and US Prosecutorial and Judicial Systems.

**Discipline:** Criminal Justice

**Abstract:** This module is designed to allow students to critically analyze the preparation and selection of prosecutors, judges, and jury members in the continental and common law traditions. A variety of sources and countries will be included in the analysis. The module is designed for an advanced second year elective course in the Administration of Justice Associate of Applied Science degree program. The module is intended to be taught as a continuous three hour unit.

**Author:** Arnold Dührberg

**College:** Central Virginia Community College

**Course Module:** Criminal Justice, ADJ 111 - Globalization of Criminal Justice

**Discipline:** Criminal Justice

**Abstract:** Reinforce the need for better cooperation between nations in order to deal with the expanding problem of crime.

**Author:** Donald J. Grubb

**College:** Northern Virginia Community College - AN

**Course Module:** International Criminal Gangs - The Local Challenge to a Global Threat

**Discipline:** Criminal Justice

**Abstract:** Within the past 10 years, American Law enforcement agencies have encountered a number of new criminal groups that engage in extensive drug trafficking, use unrestrained violence, and travel freely from one nation or state to another. Our expansive drug appetite has increased the number of these gangs, as well as their political and economic powers. The mobility, cultural diversities and growing wealth presents unique problems of law enforcement agencies structured to respond to local criminal groups and activities.



**Author:** Ernie L. Wolfe

**College:** J. Sargeant Reynolds Community College

**Course Module:** Dental Impact on Dental Ceramics and Dental Laboratory Technology - DNL 220, Introduction to Dental Ceramics

**Discipline:** Dental Technology

**Abstract:** Introduction to Dental Ceramics is a required course in the Dental Technology Associate Degree Program. This unit of study was developed to enhance and broaden the students perspective of global influences that are currently changing laboratory techniques. There is a need for students to be familiar with new materials and techniques that have been developed in other countries to satisfy the demands of modern dentistry in the United States.

**Author:** J. Shuler Ringley

**College:** Mountain Empire Community College

**Course Module:** Internationalizing First Drafting and Design at MECC

**Discipline:** Drafting

**Abstract:** With Global Economics becoming a way of doing business every day in virtually every manufacturing company, I will internationalize first-year drafting by including topics in each of the following courses: Industrial Drafting Techniques I (DRF 141); Engineering Drawing Fundamentals I (DRF 151); and Materials and Processes of Industry (MEC 113).

**Author:** Charles Bates

**College:** Paul D. Camp Community College

**Course Module:** International Architectural Drafting & Design I - ARCH 121

**Discipline:** Drafting and Architecture

**Abstract:** The goal of this module, ARC 121 - Architecture: Drafting & Design I, is to expose to students the architectural design process, along with specific principles and elements which will effectively allow a student to prepare an architectural floor plan, elevations, and pictorial renderings, with a more international or global view.

**Author:** Vaughn K. Lester

**College:** Southwest Virginia Community College

**Course Module:** DRT 132 - Electrical and Electronic Drafting

**Discipline:** Drafting

**Abstract:** This module is designed for students to be made aware of the existence of software packages which convert the computer keyboard to an international keyboard; manipulate AutoCad commands to convert from the English font to the Greek font; and construct an engineering drawing, utilizing AutoCad with the Greek font.

**Author:** Larry Landrum

**College:** Virginia Western Community College

**Course Module:** Internationalizing the Principles of Economics Curriculum

**Discipline:** Economics

**Abstract:** The principles course in economics is fairly standardized throughout the country and already contains a fairly high level of coverage of international economics. Therefore, a three-hour module seems unrealistic. After showing the "Standard" outline for the International Economics portion of a principles sequence, I present a series of ideas where

international implications of economics can be developed at various points throughout the course. An outline of the "Standard" principles of international coverage are: International Trade, International Finance, Economic Development, and Comparative Systems. These topics will be expanded on to further broaden the students breadth of knowledge in the international arena.

**Author:** Karen D. Jones

**College:** Southside Virginia Community College

**Course Module:** Privatization: From a Command to a Demand Economy

**Discipline:** Economics

**Abstract:** This module is to be used as a unit in ECO 201 - Principles of Economics I. This course is currently structured to enable students to gain an accurate understanding of how closely intertwined are international events and the U.S. economy. An emphasis on global economics has always been integrated into the course structure, a world perspective prevails. Recent world events now dictate a somewhat different approach. Prime Minister Thatcher's transformation of the sluggish British economy through divestiture has become the event that highlights privatization. Even more important is the recent worldwide turn from communism which has made a market economy an attractive alternative for ailing state-controlled economies. This year, for the first time, a separate unit is being added to reflect the economic implications of these momentous events.

**Author:** Rollie C. Nye

**College:** Wytheville Community College

**Course Module:** Overview of World Trade

**Discipline:** Economics

**Abstract:** This learning unit contains a brief justification for studying international trade issues as well as a summary of several currently important topics. The basis for and the gains from specialization and trade are detailed. After reviewing the importance of money as a facilitator of trade, four arguments against international trade are considered. To further develop this topic, the actual money mechanics of foreign exchange rates are examined. For additional background, a history of the international monetary system including the Gold Standard and the Bretton Woods System is surveyed. A test of the knowledge imparted from this learning unit, a section of problems, complements the overview.

**Author:** Mario Cantu

**College:** Northern Virginia Community College - WO

**Course Module:** International Trade

**Discipline:** Economics

**Abstract:** A course/module on international economics should cover the theory and actuality of trade in goods and services, the formation of exchange rates, and economic development in the Third World. The effect of these forces on the structure of the U.S. economy is explicitly noted while discussing each topic above.

**Author:** Robert Vawter

**College:** Rappahannock Community College

**Course Module:** Global Economic Effects of the Gulf War

**Discipline: Economics**

**Abstract:** This document describes a teaching module designed to give students an opportunity to examine the potential global economic effects of a major event that is taking place somewhere in the world. Each time the class is taught, a different event can be used. This allows the students to see that the United States' economy is constantly being affected by events taking place outside of our boundaries and that decisions made by one country can easily have global effects. This semester's module will be done using the current Gulf War. The second semester students in Principles of Economics will be required to apply economic concepts to current events that are happening in the Persian Gulf.

**Author: James N. Roberts**

**College: Tidewater Community College - Virginia Beach**

**Course Module: Economic Evolution: Central Planning and the Economic Crisis in Eastern Europe and the Soviet Union**

**Discipline: Economics**

**Abstract:** The objective of the module is to apply common "tools" of microeconomic analysis in an interesting way that both provides insights into the diversity of economic organization and deepens students' understanding and appreciation for the freedoms that we in this country enjoy as a result of our system of decentralized decision-making.

**Author: Kenneth L. Edwards**

**College: Patrick Henry Community College**

**Course Module: The Open Economy**

**Discipline: Economics**

**Abstract:** This module will enable the student to evaluate the revealed efficiency of trade among sovereigns. This unit will include the historical development and theoretical basis for trade as well as arguments against free international exchange.

**Author: Bonnie Perry**

**College: New River Community College**

**Course Module: Comparative Economic Systems - Economics 120 - Survey of American Economics**

**Discipline: Economics**

**Abstract:** An economic system cannot adequately be taught in isolation of other existing economic systems. We do not live in isolation of other systems. Students should be made aware of how the world around them is interdependent and not one system serves the world in the same manner, nor does it have the same intended outcome. Each system is devised to get the most out of scarce resources deemed appropriate for the people within the different economic systems. Through this method, students will understand variations in the economic systems and goals established within the systems to function as a literate individual.

**Author: Leon I. Salomon**

**College: J. Sargeant Reynolds Community College**

**Course Module: Economics 201: Principles of Economics I - The Movement of Money in International Exchange**

**Discipline: Economics**

**Abstract:** This module is intended to introduce concepts in international finance to students in a first course in macroeconomics who have come to understand the processes of money creation and the operations of domestic money markets. International finance is concerned with the foreign exchange market and the balance of payments between trading nations. International finance is also concerned with the economic policies that may be necessary to achieve an international equilibrium when the automatic processes of the market are not operating properly. The principal function of this international monetary system is to enable the fundamental economic processes of production and distribution to operate as smoothly and efficiently as possible throughout the world.

**Author:** Ted Garman

**College:** Central Virginia Community College

**Course Module:** Economics 120: Survey of American Economics

**Discipline:** Economics

**Abstract:** This module presents a broad overview of economic theory, history, development, and application. It introduces the student to economics principles including the decision making process, macroeconomics, microeconomics, and the government's role in the economy. To prepare students to better understand everyday economic events, both domestically and internationally.

**Author:** Tom K. Knight

**College:** Southwest Virginia Community College

**Course Module:** Comparison of Attitudes and Procedures for Child Care in the United States and other Major Nations of the World

**Discipline:** Education

**Abstract:** Education 110, Introduction to Early Childhood Education, presents a framework for understanding the 1) cognitive, affective, physical, and social needs of children from birth to puberty, and 2) developmentally appropriate practices for meeting children's needs during the early childhood years. This module will add an international, cross-cultural awareness to students' understanding of children and child care. In exploring and understanding other cultures, students will be better able to appreciate their place in the world and the needs of children who may be in their case from other nations.

**Author:** Roger Greene

**College:** Mountain Empire Community College

**Course Module:** International Scope in Electronic Technology

**Discipline:** Electronics

**Abstract:** The international topic for this curriculum is the importance of understanding and applying the metric system in areas of technical education. All students must gain a comprehensive understanding of this international method of notation and measurement to insure their future success in the world market. The advent of the microcomputer in the classroom has led to accelerated teaching of advanced mathematical techniques in the solution of complex math problems, while fundamental principles of systems of units can easily be overlooked. It is not my intent to criticize teaching technical subjects through the use of high tech tools, however, it is critical for the success of the student that he or she has an in-depth understanding of the global community and how measurements are interpreted internationally.



**Author:** Win Loria

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 112: Composition II. Component: Confronting the Other in Ourselves.

**Discipline:** English

**Abstract:** Who is the other and who are we? This document describes an approach to an English 112 course (second semester of Freshman Composition) in which the reading selections reflect multi-cultural perspectives. It is not a unit in the course: it is the philosophy which informs the entire course. Selections cluster around a specific theme (eg., rites of passage, family, heritage) echoed through various cultural perspectives. Assignments will provide an opportunity for students to compare and choose additional perspectives to their own.

**Author:** Kathy O'Connor

**College:** Tidewater Community College - Chesapeake

**Course Module:** Adding a Global Perspective to College Composition I

**Discipline:** English

**Abstract:** This module was developed to infuse information of current world events and situations into College Composition I and to foster students' critical analysis and written expression in reaction to such events. This approach can, in fact, be used in any composition class, but it seemed particularly important to infuse this into the (most likely) first college-level course students take. Sample articles have been included; these would need to be updated every semester/year. Sample questions for the READING/RESPONDING JOURNAL have also been included.

**Author:** Diana P. Martin

**College:** Thomas Nelson Community College

**Course Module:** An Introduction to Japanese NOH Theatre

**Discipline:** English

**Abstract:** This teaching module seeks to acquaint the students of the Survey of World Literature I with the 600-year-old, continuously performed, classical form of Japanese drama known as Noh or No. Beginning in the fall semester of 1991, students will study four texts of Noh plays translated by Ezra Pound; view a filmed version of the Hagoromo, a Noh play; view a video entitled Daimyo which portrays the Japanese medieval Daimyo culture; survey the historical, cultural, religious, and social milieu out of which Noh Theatre blossomed; and compare and contrast Noh drama with the 5th century B.C. Greek theatre and the medieval morality plays of England and western Europe. Three to five classroom hours will be devoted to this international and cultural study.

**Author:** Bettye S. Walsh

**College:** Piedmont Virginia Community College

**Course Module:** The Killing Fields: An International Module for ENG 03, Preparation for College Writing

**Discipline:** English

**Abstract:** This module is co-authored with Jill Posovsky and the curriculum description is presented under Posovsky's name.

**Author:** Glenda S. Wilkerson

**College:** Rappahannock Community College

**Course Module:** English 101 - Practical Writing I

**Discipline:** English

**Abstract:** In this course, students will concentrate on written communication skills on the sentence and paragraph levels and learn how to approach writing as a process.

**Author:** Lee-Ann Williams

**College:** Germanna Community College

**Course Module:** Writing About the World. Incorporating an International and Multicultural Perspective in the College Composition II/ENG 112 Curriculum

**Discipline:** English

**Abstract:** This curriculum module describes an approach to incorporating an international and multicultural perspective in the College Composition II/ENG 112 curriculum. "Writing About The World" is the focus for this course. Students are encouraged to become aware of international and multicultural issues and to write about them in their journals, essay, and research papers. They are also encouraged to share their international and multicultural experience. The module includes teaching strategies, suggestions for classroom activities, ideas about developing resources, methods for evaluating and assessing students, background information about the author, a specific syllabus/schedule for use in this course, and a handout for one of the suggested classroom activities. The schedule is designed for a class that meets once per week but can be adapted to classes which meet more often.

**Author:** Julie Adams

**College:** Germanna Community College

**Course Module:** English 01 - Preparing for College Writing International Component

**Discipline:** English

**Abstract:** This document describes an international component of a developmental English class (ENG 01) that will be taught at Germanna Community College during Spring semester 1991. The component involves an interview with an international student, a class discussion based on the interview and the writing of a composition based on the interview and class discussion.

**Author:** Gale S. Vathing

**College:** Northern Virginia Community College - AL

**Course Module:** Introducing an International Perspective into French English

**Discipline:** English

**Abstract:** The approach outlined in this module allows for international themes to pervade the first semester of Freshman Composition without formulating writing assignments on specific international topics.

**Author:** Michael Thro

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Existential Fiction

**Discipline:** English

**Abstract:** This module is an expansion of English 112, English Composition II. Also, it

should be noted that this module could be used in other departments, such as humanities, philosophy, and history. The relationship to other courses offered by the aforementioned departments, offer the opportunity for strong interdisciplinary and intercultural (European and American) study. The timetable for this component is summer 1991 or any time thereafter. The contribution to internationalization of the college curriculum will draw on European (especially French) and American shared political and intellectual experience since World War I. The relationship to the rest of the course is the existential perspective can aid in understanding much additional literature in English 112 and in the sophomore literature electives.

**Author:** Martha A. Bagby

**College:** Tidewater Community College - Chesapeake

**Course Module:** English 112: Introduction to Literature

**Discipline:** English

**Abstract:** This module, developed for use in a beginning literature, examines a work of Eastern European literature, and the ability of literature to illustrate cultural differences. The elements of drama are another instructional focus. The class researches the background of the playwright and the play before reading or viewing a work. Included are a research study guide, classroom instructions, worksheets for play analyses, and a bibliography.

**Author:** Bill Pascarosa

**College:** Tidewater Community College - Chesapeake

**Course Module:** Geo-Cultural Aspects of Literature

**Discipline:** English

**Abstract:** This module analyzes literature in a number of ways. Viewing prose fiction in a global sense is the purpose of this module. The setting for each of three short stories and the cultural and geographical implications of setting in short fiction is brought to the fore. Geographical concepts as they pertain to literature are infused, and the effects on literature of culturally variant philosophies is emphasized.

**Author:** Jill Posovsky

**College:** Piedmont Virginia Community College

**Course Module:** The Killing Fields: An International Module for ENG 03, Preparation for College Writing

**Discipline:** English

**Abstract:** This module sets out new objectives to provide an "other" culture learning experience about which developmental students can draft an essay; provide an opportunity for students to raise social and political questions related to a different culture; provide information appropriate for students to develop an awareness of uniqueness of the time period and the people of stated culture; provide opportunity for developmental students to acquire basic research skills; and to show students that movies and lectures can be used for cross-disciplinary purposes.

**Author:** John Steenken

**College:** New River Community College

**Course Module:** Global Issues in the Student Newspaper



**Discipline:** English/Journalism

**Abstract:** In today's global economy, it is important for our students to learn about individuals from different parts of the world and to accept cultural differences about which they have little or no knowledge. Such acceptance and awareness will enable students to relate to with greater accuracy the international and multi-cultural influences of modern life.

**Author:** Samuel B. Olorounto

**College:** New River Community College

**Course Module:** African Literature: A Module

**Discipline:** English

**Abstract:** This module is to be used in English 251: Survey of World Literature - 1990-91 and 1991-92

**Author:** Linda B. Burmeister

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 251: Survey of World Literature - Monet, Flaubert and Rouen: Images of the French Sensibility

**Discipline:** English

**Abstract:** This course component will enable students to experience various perspectives on French culture during the Third Republic 1870-1940. Specifically, students will learn about this period of French history as a context for viewing the experimental artistic creations of Flaubert, Madame Bovary and Monet, his impressionistic paintings with emphasis on his multiple views of the cathedral at Rouen.

**Author:** Patricia H. Johnson

**College:** J. Sargeant Reynolds Community College

**Course Module:** English 04: Reading Improvement I - Developing Awareness of International Issues

**Discipline:** English

**Abstract:** In this course component, students will extend their awareness of world issues and events through a group project. Students will follow a story in the news for several weeks and then direct a class discussion of an article which they select for the class to read. The component will emphasize reading strategies as well as the importance of background knowledge for success in general education core courses.

**Author:** Martha K. Goodman

**College:** Central Virginia Community College

**Course Module:** Technical Report Writing, English 131

**Discipline:** English

**Abstract:** This module will make students in Technical Report Writing aware of the differences in approach to doing business in other countries and to make them understand some of these differences. The course focuses on the importance of understanding the audience in communicating, so the units are a natural complement to that idea. The instructor has a wide background of teaching and traveling in other cultures, so that gives support to the effectiveness of the lecture/discussions.

**Author:** Anita Cook

**College:** Tidewater Community College - Virginia Beach

**Course Module:** The Nations within the Nation: Integrating Native American Literary Contributions into an American Literature Sequence

**Discipline:** English

**Author:** Robert Kilmer

**College:** Northern Virginia Community College - WO

**Course Module:** English 111 - "Dear Sheila/Dear Lizaveta"

**Discipline:** English

**Abstract:** This module incorporates an exchange of letters between freshman English students and citizens of other countries. This practice will increase international awareness and increase students' awareness of their own culture.

**Author:** Charles S. Pierce

**College:** Tidewater Community College - Virginia Beach

**Course Module:** American and Latin American Short Studies

**Discipline:** English

**Abstract:** This module is to incorporate a Latin-American literature course component for English 112. One of the most ignored regions in the world in terms of lack of American newspaper coverage, lack of effective foreign diplomacy and lack of public awareness is our next door neighbor, Latin America. Thus, any awareness of Latin American culture as seen in literature would increase student awareness of our similarities and differences as regions.

**Author:** William Van Keyser

**College:** Virginia Highlands Community College

**Course Module:** The Australian Bone (English 112-College Composition II)

**Discipline:** English

**Abstract:** This module introduces students to Australian crime writer Arthur W. Upfield, to the half-caste hero of 29 of his 34 novels - Napoleon Bonaparte - Bony, and to the unusual continent and culture of Australia.

**Author:** Glenda S. W. Lowery

**College:** Rappahannock Community College

**Course Module:** The Impact of African Languages on American English

**Discipline:** English

**Abstract:** This module is designed to make students in English 101 or 111 classes aware that the English language is constantly changing because of the influences of other cultures. In particular, this module will examine the influence of the Black culture and African languages on modern English. Students will be given a brief lecture on the history of Black English and will see a video tape from the PBS television series, THE STORY OF ENGLISH. Given a list of possible sources, students must conduct their own research and write a short paper describing one example of African language influence on modern American English.

**Author:** Ronald Carter  
**College:** Rappahannock Community College  
**Course Module:** Rebounding From The Western Tradition: Perceiving Cultural Diversity in the Literature of Former Subject Nations  
**Discipline:** English  
**Abstract:** A module for use in English 244: Survey of English Literature II

**Author:** Joyce Fletcher  
**College:** Northern Virginia Community College - WO  
**Course Module:** Writing About Courtship and Marriage Customs Around the Globe  
**Discipline:** English  
**Abstract:** Throughout the semester, the class reads and discusses selections from Ourselves Among Others: Cross-Cultural Readings for Writers by Carol J. Verburg. Students are sometimes required to write responses to these reading selections in their essay portfolios which contain drafts of compositions. These assignments for this module are also included in their portfolios. The reports that they write during this unit may later be revised and edited for a separate letter grade. This module gives students the opportunity to learn about courtship and marriage customs in other cultures, and to receive immediate feedback on their writing.

**Author:** Randolph A. Beckham  
**College:** Germanna Community College  
**Course Module:** A Cross-Cultural Content for the Teaching of English 112, "College Composition II." Ourselves Among Others: Using A Cross-Cultural Reader in a College Composition Course  
**Discipline:** English  
**Abstract:** College Composition II prepares students for college courses where writing is based on students' reading and research. I have chosen as a subject matter for this course a global perspective on some essentials of social life: the family, coming of age, women and men, working, citizens, war. This approach is greatly facilitated by the text Ourselves Among Others: Cross-Cultural Readings for Writers, containing articles and stories by natives or observers of other lands. All student writing, including a research essay, responds to this cross-cultural approach.

**Author:** Andrea Ludwick  
**College:** Lord Fairfax Community College  
**Course Module:** Discovering Other Cultures  
**Discipline:** English//Speech  
**Abstract:** This module was developed to increase students' awareness of the world and its people. Through research and the presentation of informative speeches, and by compiling a notebook of facts learned, the students will explore cultures and geographical locations different from their own.

**Author:** Kate Foreman  
**College:** Virginia Highlands Community College  
**Course Module:** Introduction to Research Skills (English 111-College Composition I)

**Discipline:** English

**Abstract:** This module, scheduled for the end of the semester, requires students to compare or contrast Dr. Martin Luther King, Jr. with a 20th century non-U.S. world leader of their own choice. Because the major assignment involves use of periodicals, students can also become familiar with microfilm, proper summarizing techniques, and citation requirements prior to the major research paper required for ENG 112.

**Author:** Beverly Lynne Aronowitz

**College:** J. Sargeant Reynolds Community College - Parham Rd.

**Discipline:** English

**Course Module:** Module to be presented in English 112 classes. This module explores our common conditions by reading, talking and writing from cross-cultural sources: Bessie Head, "Looking For A Rain God" and Ntozake Shange, "a nite with beau willie brown" and "a laying on of hands." Asking students to read stories by Bessie Head and Ntozake Shange is to have them explore how universal values are shared by citizens of our global community. Each text describes human behavior in the face of tragedy, and requires readers to judge that behavior in the face of social conditions far more desperate than those they are likely to have known. Head's story is set in Botswana, Shange's in an inner city of the U.S., both in a state of famine.

**Author:** Kathleen N. Miller

**College:** J. Sargeant Reynolds Community College

**Course Module:** Introductory French I and II. **Component:** Culture through Language: A Comparative Approach

**Discipline:** French

**Abstract:** This module was developed to be used in French 101 and 102, the standard transferable beginning level course. It is intended to teach students about the behavioral culture of France in order to aid them in successful communication in French. It includes knowledge of French behavior as well as attitudes and values concerning various aspects of French daily life. Performative knowledge of French behavior patterns is also expected. French behaviors, attitudes and values are constantly compared to those in the US; behaviors of still other cultures are brought in when possible in order to give students a truly international perspective.

**Author:** Becky Thomas

**College:** Piedmont Virginia Community College

**Course Module:** The Problem of Immigration into France

**Discipline:** French

**Abstract:** A three-hour curricular module for use in french courses at the intermediate level and beyond.

**Author:** Virginia J. Ward

**College:** Northern Virginia Community College - AN

**Course Module:** Focus on the German Democratic Republic 1949 - 1990

**Discipline:** German Language

**Abstract:** A curriculum module for the undergraduate beginning German II course. This



document describes a curriculum module dealing with the political, geographical and social phenomena present during the forty-one-year existence of the German Democratic Republic. It employs a comparative approach in that data on the West German state will be provided for reference. It is intended for use in any German language instruction course, however, it may be useful in other disciplines as well.

**Author:** Richard W. Lacy

**College:** J. Sargeant Reynolds Community College

**Course Module:** Political Science 212: US Government II, U.S. Foreign Policy in the 1990's: Focus on Latin America.

**Discipline:** Government

**Abstract:** This module was designed to provide a frame of reference for students who are attempting to learn certain basic concepts in American foreign policy. It is hoped that by focusing on one small region of the world - Central America - the many considerations and difficulties which go into the formulation and implementation of foreign policy will become more clear and more meaningful. A secondary benefit is also anticipated-that this focus on a few nations which are at once so very different from the United States and yet so close to us in distance may awaken the student's natural curiosity and desire to know his neighbors. Finally, this could be the first step for many students toward a greater awareness of, and concern for, the international community in which they live and work.

**Author:** Carolyn Helms

**College:** Mountain Empire Community College

**Course Module:** The Politics of the Marshall Plan and Foreign Economic Assistance - PLS 130 - Basics of American Politics

**Discipline:** Government

**Abstract:** Because the Constitution gives both the President and Congress power and authority in the areas of foreign policy, there is real potential for either conflict or cooperation. In the event of conflict, the public will be the beneficiary to the extent that public dialogue on policy is increased; when these institutions are in agreement, they may work together to mold and shape public opinion and the result may be public ignorance of policy issues and alternatives. In this module, the Marshall Plan is used as a case study of cooperation and bureaucratic collaboration between the institutions of government. Students will also evaluate the Marshall Plan and foreign economic assistance as governmental policy.

**Author:** Beverly L. Battle

**College:** Thomas Nelson Community College

**Course Module:** Human Sexuality from a Multi-Cultural Perspective

**Discipline:** Health Technology

**Abstract:** This module describes, from an international perspective, instruction in Human Sexuality. A topical approach is utilized for teaching cross-cultural values, behaviors and beliefs. Topics, procedures, goals, objectives and assessment techniques are included along with a general statement describing the contribution of the module to the curriculum. A course syllabus, bibliography and list of resources are included in the module.

**Author:** Phillip Thompke

**College:** Tidewater Community College - Virginia Beach

**Course Module:** Czechoslovakia, 1989-90: A Module for the Western Civilization or World History Survey Course

**Discipline:** History

**Abstract:** This module is designed for three class sessions, each of them fifty minutes in length, to be incorporated into Western Civilization or World History courses.

**Author:** Asha Jain

**College:** Northern Virginia Community College - LO

**Course Module:** Position of Women in India

**Discipline:** History

**Abstract:** This module was developed to be used in an associate in arts degree program, within the HIS 253-254 course. The module explores the changing social, economic, religious and political status of women during the long history of Indian civilization.

**Author:** Sheri I. David

**College:** Northern Virginia Community College - MA

**Course Module:** HIS 276 - United States History Since 1945

**Discipline:** History

**Abstract:** This semester, United States History Since 1945 will focus on US Foreign Policy. The students will be introduced to the overall interests and concerns expressed by our policy makers toward the Post World War II world. While chronology will be followed especially in terms of Presidential Administrations, a couple of areas of major concern, taught as mini-modules, will be covered from start to finish. This course will include a unit on Vietnam and a unit on the Middle East. Each of these two units will have their own text. Finally, this course hopes to integrate foreign policy making with major political trends within the United States.

**Author:** R. L. Rainard

**College:** Tidewater Community College - Chesapeake

**Course Module:** The Arab World and Western Civilization

**Discipline:** History

**Abstract:** Events in the Middle East have had tremendous influence upon the West for nearly three decades. Additionally, the beginnings of Western Civilization are traced to that strategic region. Yet with each new crisis we discover that students and professors lack sufficient knowledge to understand the course of events that unfold yearly in the Arab world. The purpose of this module is to provide students with a working knowledge of Islam and the Arab world, and an understanding and appreciation of the rich and complex world to which we are inextricably bound. The module is intended to be used during the second semester of Western Civilization. An extensive, but not exhaustive, annotated bibliography is included.

**Author:** H. Brady Surles

**College:** Southwest Virginia Community College

**Course Module:** Political Science 211 - United States Government

**Discipline:** History

**Abstract:** This module is designed to compare the Bill of Rights of the United States with similar documents or traditions in the English and French traditions, the Soviet Union, industrialized democratic nations, and third world nations

**Author:** Joseph H. Bryant

**College:** Wytheville Community College

**Course Module:** Expectations and Disorientation in the Age of Globalism

**Discipline:** History

**Abstract:** This module describes written and oral exercises intended for use in the study of the Western Civilization survey. Its focus is on a series of social, political, economic, and cultural issues and events that have caused various societies to have rising expectations and optimism on the one hand and disorientation and discord on the other. Included are the means of implementation for the module and a course outline for HIS 102.

**Author:** Norman Caine

**College:** Southside Virginia Community College

**Course Module:** The Middle East Today: Water, Geography and Politics

**Discipline:** History

**Abstract:** This module is to introduce a student to how between (roughly) the end of WWI and today, the present day political boundaries of the Middle East took shape, and the geography of the Middle East and the growing scarcity of water, which historically has always been in short supply, and how the next war in the Middle East might well erupt over control of water, instead of oil. There is a need for students to be aware of both how the Middle East developed politically and, most importantly, an awareness of the geography of the Middle East and a realization of the importance of natural resources, other than oil.

**Author:** James McClellan

**College:** Northern Virginia Community College - AL

**Course Module:** American History in its International Context

**Discipline:** History

**Abstract:** All too often the history of the United States is presented as if North America existed separate and apart from the rest of the planet. The truth is that the history of the US was shaped by the interaction of peoples, cultures, events, movements, and ideas from both the New World and the Old. This module suggests topics that might be included as lecture items in the presentation of the United States history as a means of telling the story of America in its global context. This module is designed for use in HIS 121 and HIS 122. It also includes a component on geographic literacy.

**Author:** Gloria Hsu

**College:** J. Sargeant Reynolds Community College

**Course Module:** HRI 159 - Introduction to Hospitality Industry Computer Systems

**Discipline:** Hotel Restaurant & Management

**Abstract:** International components are infused in each unit of a required computer course in the Hotel-Restaurant-Institutional Management Programs. Students are introduced to computer systems of other countries, international hardware and software developments,



world currencies, foreign fonts, and metric measurements. Addendum to course module previously submitted.

**Author:** Patsy G. Bussard

**College:** Southwest Virginia Community College

**Course Module:** International Events Impacting on the Local Level: Student Journalists and the World

**Discipline:** Journalism

**Abstract:** This module was developed to be used in a Journalism 121 course. The module will provide students with exercises which will assist them in understanding the importance of international events and how they impact on the national and local levels. Through research, audio-visual assistance, and writing assignments, students will be able to get the hands-on experience of localizing international events that is so important to the professional journalist.

**Author:** Robert Benjamin Shirk

**College:** Tidewater Community College - Portsmouth

**Course Module:** Ensuring Machine Trades Employees are Training to Satisfy Current Employment Requirements of Inch and Metric Systems of Manufacture

**Discipline:** Machine Technology

**Abstract:** This module reflects the transitional international systems of measurements from inch to metric in the United States, Canada, and the rest of the world. This course is the first of a two semester lecture series enabling the student to apply visual and dimensional communication from engineering to the manufacture of the designed item in accordance with blueprint specifications, using machine tools and the associated hand tools. Emphasis is placed on the standard English inch system of dimensioning and blueprint reading. During the thirteenth week of the course, the metric system of dimensioning is introduced and a comparison to the inch system is studies to ensure the student is prepared to work from both the inch system and the metric system of dimensioning. The importance of knowing both systems is essential if American industries and military repair facilities are to survive in a world market that is highly competitive in both systems.

**Author:** James M. Guiliano

**College:** Lord Fairfax Community College

**Course Module:** Module on International Finance and Exchange Rates

**Discipline:** Management/Finance

**Abstract:** This module will be incorporated into FIN 215, Financial Management, which is a required course for all Management degree candidates at LFCC. The module will focus on the internationalization of commerce and finance and the importance of exchange rates on both.

**Author:** Thomas Myers

**College:** Piedmont Virginia Community college

**Course Module:** Selected Concepts and Issues in International Marketing

**Discipline:** Marketing

**Abstract:** This module is designed for use near the end of a one-semester (16 week)

introductory marketing principles class. The module will consist of four units, each requiring approximately one hour and a half of classroom time. The purpose of the module is to present selected concepts and issues germane to marketing in international settings. Emphasis will be given to cultural, economic, political-legal and technological factors which affect marketing strategy. In this way, the module is intended to enhance supplemental textbook material which traditionally has not been covered in this introductory class.

**Author:** Thomas Tredon

**College:** Lord Fairfax Community College

**Course Module:** Mathematics for Liberal Arts II

**Discipline:** Mathematics

**Abstract:** Liberal Arts Math II is not a required course in any program. Most of the students are in Liberal Arts, General Studies, or Education and Human Services. The module covers the history of complex numbers, quaternions, vectors, and instantaneous velocity, with emphasis on the life and times of various mathematicians--none of whom is American.

**Author:** George A. Heffernan

**College:** Rappahannock Community College

**Course Module:** The Influence of Diverse Cultures on the Historical Development of Mathematics

**Discipline:** Mathematics

**Abstract:** This plan describes a teaching module to be utilized in one semester of the course, MTH 151/152, Mathematics for the Liberal Arts. It will employ lecture, student reading and research, and finally, a research paper to provide students with a sensitivity to the concept that mathematics was not "made in America", nor in fact, even by English speaking peoples. It will use the recorded history of mathematics as its source material and will emphasize the unique contributions made by people of a particular time and place, to be chosen by each student. The module will be comprised of three class hours and will require, nominally, ten hours of individual student body.

**Author:** Judi Donaldson

**College:** Thomas Nelson Community College

**Course Module:** History of Numeration Systems - A Mathematical Module for Math 120

**Discipline:** Mathematics

**Abstract:** Two years ago Thomas Nelson College Community College introduced Math 120, a course specifically designed for students seeking a two year degree. One of the four chapters covered in the course is titled "Systems of Numeration." Within this chapter is a study module on the history of numeration systems. The module is a historical perspective of numeration systems, such as Egyptian, Roman, Chinese/Japanese, Babylonian and Greek, and how they influenced the system we now use in this country.

**Author:** Wendell Fowler

**College:** Mountain Empire Community College

**Course Module:** Schematic Diagram Interpretation and Simplification - European and American

**Discipline:** Mining

**Abstract:** This module compares European and American blueprints. The differences in the prints are covered using examples from different countries. The student must display proficiency in using the different prints in troubleshooting electrical control systems. The student must modify both American and European prints using Ladder Logic rules so that there is a standardized format.

**Author:** Edith E. Trott

**College:** Northern Virginia Community College - AN

**Course Module:** Diseases of International Importance

**Discipline:** Nursing

**Abstract:** This module looks at parasites and endoparasites and how their effects affect human beings all over the world. In many parts of the world, especially countries with climate that is warm year round, parasites are a major cause of illness, resulting in a huge physical and economic loss to the individual as well as the country. Many of the parasites included in this exercise are found in the United States, however some do not normally occur here. It is becoming increasingly important to be aware of the most common parasites in the US and abroad, due to the amount of international travel for both pleasure and business. Those persons in the health professions need to be familiar with these parasites due to the large number of immigrants, returning business professionals and tourists, and foreign visitors in this geographic area.

**Author:** Carrie Cunningham

**College:** Piedmont Virginia Community College

**Course Module:** Understanding Language Used by Minorities: Black Dialect

**Discipline:** Nursing

**Abstract:** Black Dialect, or Ebonics, is employed by most Blacks at some time. It is historically significant, as it originated when West Africans were brought to America as slaves. Recognizing that communication between persons of like heritage is itself often difficult, it is important to note that communication between persons of different ethnic and racial backgrounds presents an even greater challenge. Failure to acquire knowledge of those verbal communication patterns contributes to misunderstanding between people. Learning patterns of communication and terminology of Blacks will enhance understanding between persons of West African heritage and others.

**Author:** Lisa L. Allison

**College:** Dabney S. Lancaster Community College

**Course Module:** Health 230 - Nutrition Throughout the World

**Discipline:** Nursing

**Abstract:** This module is designed for integration into an introductory nutrition course. Information about the foods enjoyed by different cultures, the different ways of preparing foods, and the effects of varying nutritional habits on health will be included throughout the course.

**Author:** Dorothy Searcy Cluff

**College:** Piedmont Virginia Community College

**Course Module:** Ethnicity and Pain Management

**Discipline:** Nursing

**Abstract:** This module was developed to be used in conjunction with the Unit entitled, Rest and Comfort which is one of fifteen units that comprise NUR 111 Fundamentals of Nursing. Fundamentals of Nursing is the first nursing course taught in the nursing curriculum and is designed to introduce the student to basic nursing concepts and skills. The purpose of this module is to integrate a multi-cultural perspective in the management of pain. The student is challenged to explore how ethnicity influences the perception and expression of pain. The student will also investigate how ethnicity influences and expectations or pain control of the individual experiencing pain. Further, the student will explore how the ethnicity of the care giver influences interpretation of pain behavior and decision making in pain management.

**Author:** Lois Caldwell

**College:** Virginia Highlands Community College

**Course Module:** International Nursing (Nursing 220-Nursing Dimensions)

**Discipline:** Nursing

**Abstract:** This module will foster in students a sense of the worldwide responsibility of nurses. It will create in the students an awareness of the impact a specific group can have on global events and situations.

**Author:** Celeste Smith Makrevis

**College:** Dabney Lancaster Community College

**Course Module:** International Impact on Nursing

**Discipline:** Nursing

**Abstract:** This module was developed to be used in an associate degree of nursing program, within the N298 - Role Transition for Nurses course. The module includes information about collegial relationships with those of international backgrounds, cultural differences in client self care, effect of international politics on world health and nursing in other cultures.

**Author:** Nancy O'Donnell

**College:** J. Sargeant Reynolds Community College

**Course Module:** NUR 214 - Nursing in Major Health Problems. Component: The Client from a Different Cultural or Ethnic Background

**Discipline:** Nursing

**Abstract:** This module was developed to be used in an associate in nursing degree program, within NUR 214 focuses on Parent-Child Nursing and utilizes as its primary clinical setting a large teaching hospital, where clients may be from urban or metropolitan settings as well as from overseas. The module includes objectives about cultural/ethnic attitudes, values, and health-seeking behaviors. This module may be taught entirely as a supervised clinical experience or as an independent study unit, depending on the individual student.

**Author:** Virginia F. Hartman

**College:** Lord Fairfax Community College

**Course Module:** International Business Practices

**Discipline:** Office Technology

**Abstract:** This module was developed to be used in an associate degree of the OST program, with the BUS 135 Admin. Office Mgt. course. It was designed as a group research project



to identify international business practices. The group project includes selection of a country to research; research of economic, political, and geographic information; identification of business practices commonly used with the country; identification of local resources (speakers, torus, media); and presentation of the findings in an oral report and written report. The focus of the module includes the impact of international business practices relative to office management careers, the cultural differences that office managers may find working in businesses with international connections, and the effect of global economic/political issues on office management careers.

**Author:** Ginger Guzman

**College:** J. Sargeant Reynolds Community College

**Course Module:** OFT 137 - Filing and Records Management. Insights Into Records Management as Practiced in Three Different Countries

**Discipline:** Office Systems Technology

**Abstract:** This module was developed to be used in an Introduction to Records Management course in an associate degree program in office technology. It includes some insights into the procedures and practices in the management of the records of businesses and/or governmental institutions in Japan, Africa, and Switzerland. However, documentation is limited to one source.

**Author:** Charles A. Bartocci

**College:** Dabney S. Lancaster Community College

**Course Module:** IND 171 - The International Nature of the Paper Industry

**Discipline:** Paper Science

**Abstract:** This module is designed to be used in an associate or bachelor degree pulp and paper program, as part of an introductory course, similar to IND 171. The module will include information on the international aspects of domestic legislation on the export of paper products, differences in paper usage between countries, and an overview of the fiber recycle markets overseas.

**Author:** Harold G. McMullen

**College:** Lord Fairfax Community College

**Course Module:** Guidelines for International Business Ethics

**Discipline:** Philosophy

**Abstract:** This module was developed to be used in an associate degree program, as a Humanities elective. The module includes guidelines for international business and professions on a global basis.

**Author:** Eliot Cohen

**College:** Northern Virginia Community College - LO

**Course Module:** Theory and Practice: German and Russian Avant Garde Photography, 1917-1930

**Discipline:** Photography

**Abstract:** This module is part of a one semester survey of the History of Photography, which is a course requirement for all photography degree seeking students. The study of German and Soviet photography in the period following the Russian revolution and World War I

**Author:** Ruth Van Liere

**College:** Virginia Western Community College

**Course Module:** Psychology 119, Cross-cultural Psychology

**Discipline:** Psychology

**Abstract:** This course investigates psychological principles from a cross-cultural perspective. It examines cultural basics for views of reality and describes topics such as, time, space, values, sex-roles, and human development in relation to culture. Cross-cultural psychology may appeal to students who plan to travel, study, work, or live in a foreign country or, are interested in expanding their knowledge of global similarities and differences. Reading and writing assignments, videos, class discussion, oral reports, writing assignments, videos, class discussion, oral reports, simulations, guest speakers, a research paper, and participation in VWCC's International Friendship Club will provide students with opportunities to learn cross-cultural information. Psychology 119 is a one semester, 3 credit course.

**Author:** Donald D. Craft

**College:** Wytheville Community College

**Course Module:** Human Sexuality in Various Cultures

**Discipline:** Psychology

**Abstract:** The cultural anthropological study of human sexuality involves both descriptive and comparative research. The study can be termed both ethnography and ethnology because a single culture with its subcultures can be studied, and also compared to two or more cultures. Historical views and practices from early Judeo-Christian influences to the current world customs and beliefs will be presented.

**Author:** Julie Carvalho

**College:** Northern Virginia Community College - MA

**Course Module:** Incorporating International Approaches Into Psychology Courses and International Focus in the Social Sciences

**Discipline:** Psychology

**Abstract:** This module was developed for Introductory Psychology, Social Psychology, and Human Development, but could be adapted for other courses. It includes several components to provide international content, an international perspective, and an international environment in classes. The module is based on a background paper prepared for the NVCC project which describes an active-learning approach, experiential learning, and significant learning, based on Carl Rogers' and other social scientists' theories of learning. Examples are included for incorporating the international approach via input, process and output variables in courses.

**Author:** Chuks A. Ogbonnaya

**College:** Mountain Empire Community College

**Course Module:** Global Environmental Problems

**Discipline:** Science - Environmental

**Abstract:** This module describes an international understanding of the world's environmental problems. It is intended primarily to acquaint students of Environmental Problems (ENV 220) embarking upon Associate in Applied Science Degree in Environmental Science with global understanding of environmental problems. The articles that are contained in this module will shed light on our present global environmental problems. The selection process

will be aimed at including material that will be readily assimilated by the students. Every effort will be made towards an understanding of the nature of the environmental problems that beset us as a species, and how, with wisdom and knowledge, the proper perspective they can be shown.

**Author:** Ronald Larson

**College:** Wytheville Community College

**Course Module:** Toward an Understanding of Contemporary Cultures: The Sociology of Alexis de Tocqueville

**Discipline:** Sociology

**Abstract:** This module will be presented in SOC 201 and SOC 202. It was begun in Fall 1990 and will continue in the 1991-92 semesters. One of the goals of the introductory survey course in sociology is to foster an understanding and appreciation of international cultures. A second related goal is to seek an understanding of how the forces of modernity are impacting on these cultures and their members. Toward these ends, the first semester of this course provides some major sociological perspectives, with emphasis on the one provided by Alexis de Tocqueville and his Democracy in America and The Old Regime and the French Revolution. During the second semester, each student is required to submit both an oral and written report on a specific international culture in light of the various forces of modernity.

**Author:** Rita Krasnow

**College:** Virginia Western Community College

**Course Module:** Sociology 201 - Introduction to Sociology

**Discipline:** Sociology

**Abstract:** This three-hour module is designed as the first class activities which will introduce students to the social science of sociology. Two short in-class exercises and one short writing assignment provides students with the stimulus to use the sociological perspective as a way to appreciate cross-cultural differences as well as to understand current world events. The topic is "A First Look at Sociology."

**Author:** Vme Edom Smith

**College:** Northern Virginia Community College - MA

**Course Module:** Internationalizing the Sociology Curriculum

**Discipline:** Sociology

**Abstract:** Sociology 202, which is planned to help the student summarize an Introduction to Sociology and build a framework for further study in Sociology, includes assignments on sociological terms, professional journal articles and brief reports on researchers in the field. The student semester project is a group of presentations of a society from another culture, using a sociological perspective and summarizing the similarities and differences with our society.

**Author:** Walter W. Palmer

**College:** Wytheville Community College

**Course Module:** Activities to Reduce Ethnocentrism, Prejudice and Discrimination Based on Ethnic Stereotypes

**Discipline:** Sociology



**Abstract:** Examples of Ethnic Humor based primarily on various national stereotypes are presented in a preliminary lecture then students are assigned readings of the 100% American and copies of the magazine, Soviet Life. Student impressions of each are written up. Student group discussions are arranged and evaluation of change of student opinion is conducted.

**Author:** Elizabeth A. Smith

**College:** Southwest Virginia Community College

**Course Module:** Global is National: Hispanic Cultures at Home

**Discipline:** Spanish Language

**Abstract:** This module consists of five activities designed to acquaint students of Spanish in an rural and isolated community college to Hispanic cultures in the United States and in the region while at the same time allowing them to practice speaking, reading, writing and listening to the Spanish language.

**Author:** Lawrence McLaughlin

**College:** John Tyler Community College

**Course Module:** Public Speaking - Speech 100

**Discipline:** Speech

**Abstract:** This project proposes to globalize an almost traditional public speaking course. Students will give all of their speeches through the semester on one country or region of the world. Furthermore, students will (usually) confine their speeches to a limited number of topics.

**Author:** Charles J. Korn

**College:** Northern Virginia Community College - MA

**Course Module:** SPD 126: Interpersonal Communication

**Discipline:** Speech

**Abstract:** SPD 126, Interpersonal Communication, will familiarize students with the theory and research applicable to the study of interpersonal relationships. More importantly, this course will allow students to integrate and apply these skills in their everyday relationships, both in their personal and professional lives. The integration of gender studies to the curricular will allow students to develop an effective repertoire of communication strategies that they can utilize in their everyday relationships; in both same-sex and opposite-sex relationships.

**Author:** Douglas Carter

**College:** Virginia Western Community College

**Course Module:** "Rashomon: Japanese Film Enters the International Community"

**Discipline:** Speech and Drama

**Abstract:** Akira Kurasawa's film Rashomon first brought the director and Japanese filmmaking to the attention of the West. An examination of this film and the techniques routinely employed by Kurasawa, help to demonstrate the twin influences of literature and Western cinematic genre conventions on films. In addition the reciprocal influence of Japanese films on these same Western genres demonstrate the two way nature of intercultural exchange.

**Author:** Barbara Maurer Hund

**College:** Tidewater Community College - Portsmouth

**Course Module:** Cross Cultural Communication - Focus on Global Business in Central Europe, Especially in Czechoslovakia and Germany

**Discipline:** Speech

**Abstract:** A module for the undergraduate Oral Communication Course, Speech 105, with possible applications for other speech and business courses.

**CAMPUS INTERNATIONAL EDUCATION  
CHANGE PLANS**

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CAMPUS CHANGE PLAN  
PROJECT INTERNATIONAL EMPHASIS  
1990-1992

GERMANNA COMMUNITY COLLEGE

Sarah Somerville  
Dr. Gayle Wolfe

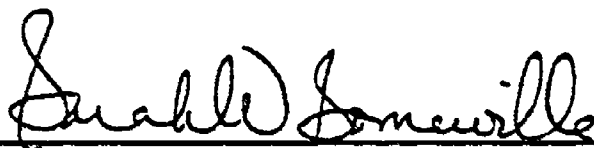
December 15, 1990



Dr. Charles Sieracki  
Dean of  
Instruction & Student Services



Dr. Gayle Wolfe  
Professor of  
Psychology



Sarah W. Somerville  
Counselor

# PROJECT INTERNATIONAL EMPHASIS COLLEGE CHANGE PLANS

Germanna Community College is one of twenty-three colleges in the Virginia Community College System. Established in 1970, it is a two-year, public institution of higher education serving the residents of Caroline, Culpeper, Fauquier, King George, Madison, Orange, Spotsylvania, and Stafford counties and the City of Fredericksburg.

Germanna is situated in an area of distinctive historical culture. The name of the college, Germanna, is taken from a group of settlers at Germanna Ford on the Rapidan River. It was at that site in 1714 that Governor Alexander Spotswood established a frontier fort and settlement for German miners and their families, naming it Germanna in honor of Queen Anne of England and the settlers.

During the colonial period, the settlement at Germanna was associated with iron foundries established by Spotswood. Governor Spotswood led the "Knights of the Golden Horseshoe" to and across the Blue Ridge Mountains from this site in 1716. This became the first major effort for westward expansion and exploration in the British Colonies.

In keeping with its historical foundation of cultural exploration, Germanna has committed itself in its current Master Plan "to develop the general education components of curricula to provide students opportunities for cross-cultural studies and to increase skills and understandings for living and working the international climate of the next decade and the twenty-first century."

The first step for initiating cross-cultural activities within both the curriculum and the overall campus environment was the formation of a steering committee composed of faculty, staff, students, alumni, and community members.

The purpose of the committee is to direct the campus change plan. The members will meet a minimum of twice a semester to plan and advise regarding international education at Germanna. The committee will also be responsible for evaluating the campus change plan. The initial meeting is October 10, 1990.

The following activities are currently planned. New activities will be incorporated over the next two years.

### Activities

1. Activity: Women of the World (A covered dish dinner and discussion group)  
Date: Every Second Friday of the Month at 7:00 p.m.  
Purpose: To exchange information and learn about women's roles and issues as they exist in different cultures.  
No. of People: 15--35, Varies.  
Cost: None  
Evaluation: Annually, a planning meeting is held to review the year and plan for the next series of programs.
  
2. Activity: P.I.E. Advisory Committee  
Date: Meetings held approximately two times a semester. Convened on October 10, 1990 at 6:00 p.m. Second meeting will be held on December 5, 1990 at 6:00 p.m.  
Purpose: Representatives from all college divisions and from community will serve on this committee to assist the Campus Team in coordinating and promoting the Change Plan. As well, the committee will participate in the preparation and presentation of the P.I.E. activities and those off-campus.  
No. of People: 12-15  
Cost: None  
Evaluation: To be determined

3. Activity: Does Russia Care? About Health Care?  
Presentation on summer trip to Russia by  
Director of Nursing
- Date: Friday, September 28, 1990
- Purpose: To share information with college and  
community about Russia's health care systems.
- No. of People: 15-20
- Cost: None
- Evaluation: Unknown
4. Activity: "Christmas Around the World" Party
- Date: December 16, 1990
- Purpose: Faculty and Staff Christmas Party
- No. of People: 75-100
- Cost: \$15.00 per person
- Evaluation: To be determined
5. Activity: International Community Resource  
Identification File
- Date: . Ongoing
- Purpose: Development of a referral/resource file on  
international community members and materials  
available having an international relevance.
- No. of People: Unlimited
- Cost: None
- Evaluation: N/A



6. Activity: Sukav: The Music of the Andes  
Date: February 25, 1990  
Purpose: Musical entertainment  
No. of People: Up to 120  
Cost: (\$1000 to book) Free to Students  
Evaluation: None
7. Activity: Bulletin Board for International Affairs  
Date: Ongoing  
Purpose: To provide current information about world events and cultural events relating to the international society.  
No. of People: 2000 or more students/community members/faculty/staff  
Cost: \$45.00 for the purchase of the board  
Evaluation: Not applicable
8. Activity: Spanish and French  
Date: Spring 1991 Semester  
Purpose: Four-credit courses offered for transfer students at the Beginning and Advanced levels of the language.  
No. of People: Approximately 75 students  
Cost: Tuition and books  
Evaluation: Periodic Review by Curriculum Committee  
Annual Student Evaluation of Course

9. Activity: Conversational German
- Date: Tuesdays, January 15 - March 19, 1991  
8 am to 4:30 pm
- Purpose: Provide a sufficient understanding of spoken German to meet general and travel requirements. Students will learn to order food and to arrange for lodging and transportation.
- Cost: \$45.00 tuition and \$117.00 for materials
- Evaluation: Conducted by Continuing Education Office
10. Activity: International Festival in conjunction with Mary Washington College
- Date: April 7, 1991
- Purpose: To celebrate the diversity of different cultures and to expose and educate others about different cultures.
- Cost: To be determined
- Evaluation: Conducted by Mary Washington College

#### Other Possible Ideas

- \*\* International Club
- \*\* Faculty Educational Travel Programs
- \*\* Class on American Customs for Non-Natives
- \*\* Special English Tutoring for International Students
- \*\* Faculty and staff professional development activities that promote globalization
- \*\* Student groups will be consulted to consider developing and promoting global concerns within their regular activities

**TIDEWATER COMMUNITY COLLEGE**

**Chesapeake Campus**


**PROJECT INTERNATIONAL EMPHASIS**

**Plans for Change**

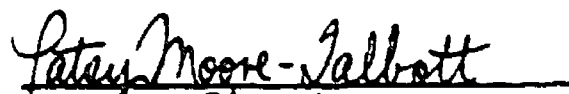
**1990 - 1992**

**Submitted by:**

**Dr. Timothy H. Kerr**  
**Provost**

  
Signature

**Patsy Moore-Talbott**  
**Counselor**

  
Signature

**Kathleen O'Connor**  
**Faculty**

  
Signature

**December 15, 1990**

### BACKGROUND

The Chesapeake Campus of Tidewater Community College is the smallest of the three campuses and is currently serving 2,710 students. The campus has had a growth rate of 40% over the past five years and is expected to grow steadily in the future. Of its total student body, 2231 are native-born Caucasian Americans, 392 are native-born Black and Indian Americans, and 87 are of other minority groups (42 Oriental; 31 Hispanic; and 14 other). The campus has no international exchange students at the present time.

The Chesapeake Campus is located in South Hampton Roads. Hampton Roads' major international economic links involve the Port of Hampton Roads and the foreign-owned firms in the area. The Port of Hampton Roads handles more foreign trade than any other U.S. port. Its overseeing body, the Virginia Port Authority, operates field offices in Brazil, Belgium, Japan, Hong Kong, and Korea. Southside Hampton Roads is home to more than 70 foreign-owned firms. More than twenty of these are located in Chesapeake; companies owned by Austria, France, Japan, Liechtenstein, the Netherlands, Sweden, the United Kingdom, and Canada.

Nonetheless, many of the students, faculty, and staff at the Chesapeake Campus are unaware of the international activities in their own area as well as the career and job opportunities associated with them. The PIE team conducted a faculty/staff survey to receive input about the campus' level of global awareness. Of the approximately 140 faculty (full-time and part-time) and staff surveyed, the general consensus was that the global awareness level at the campus is low. Of the 95 responses, 40 responded with ideas and suggestions for raising global awareness at the campus and/or expressed an interest in supporting future activities.

Nevertheless, some "internationalization" has already taken place over the past five years:

- Three faculty members have traveled extensively and/or lived in a foreign country and have shared those experiences with the campus student body.
- One foreign language (Spanish) was added in 1987 to the course offerings, and its enrollment has grown by 128%, with three levels of the language now being offered each semester.

Plans for Change  
Chesapeake Campus

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- A second foreign language (Japanese) was added this year with an enrollment of 18 students.
- Two foreign language magazines (Spanish) are available in the library.
- English as a Second Language (ESL) courses are being offered although enrollment has been insufficient. However, we will continue to offer ESL courses each semester.
- A campus international party has been held for the past two years with participation almost doubling the second year.
- Foreign films have been shown for the past six years.
- A foreign language bulletin board has been located in a main hallway and outside the foreign language classroom for information on study abroad programs and upcoming international activities at Chesapeake, the other two campuses, and in the community.
- Although the campus has no foreign language lab, arrangements have been made for use of the Learning Lab for students to view foreign language and cultural videos and to copy audio cassettes to use with their textbook lab manual.
- Eight faculty members have participated in summer seminars on Asia and on Eastern Europe.
- There have been colloquium programs on: The United Kingdom, Korean-American Relations, Japan (3 programs), and Danzig's Jewish Community.
- Hispanic cultural activities have been conducted by the Spanish instructor.
- World maps have been installed in all the classrooms on campus.

All of the above have been very beneficial to the students, but more needs to be accomplished. Through Project International Emphasis, we hope to raise the global awareness level of Chesapeake's students, faculty, and staff by planning additional presentations about events in other countries by experts in the field; by adding displays of other cultures to the halls and the Learning Resources Center; by providing access to information about local international businesses and access to personnel at international firms and the Port of Hampton Roads; and by building relationships with local foreign-owned companies and the Virginia Port Authority which will lead to expanded opportunities and activities in the future.

ACTIVITIES

This fall, videos of Russian dramatical works were shown and Sam Dorsey, president of the Classical Guitar Society of Tidewater, performed Spanish flamenco and Latin American guitar pieces for the campus community. The annual International Party is being planned for March. Over 100 people are expected to attend. Attendees will bring a dish of international cuisine, and we will have local ethnic performers (approximate cost \$250-\$300). The Foreign Film Festival will be held in April; we will have at least two foreign-language films (Spanish and Japanese) and perhaps two films on video (German or Czech and French or Italian--approximate cost of \$700-\$750). In addition, the following plans are being made for winter and spring 1991.

ACTIVITY 1: UTILIZE FACULTY & STAFF

The PIE team and the Chesapeake Campus International Education Committee will review the comments and suggestions of the faculty/staff survey to determine what "international experts" are available already on campus. Those who would be willing to share their experiences will be asked to do so informally through the "Lunch and Learn" series or by visiting classes, etc. The first will be a presentation by Sandra Gutierrez Wilson, an adjunct Spanish instructor from El Salvador, who will speak about her native country to the Spanish classes and other interested students and faculty.

DATE: November 29--to be ongoing

PURPOSES: - To expose students to first-hand "international" experiences

- To allow for direct question and answer interaction between presenter and audience

NUMBER OF PEOPLE: @30 - 40

COST: None

ACTIVITY 2: LISTING OF JOB OPENINGS AT INTERNATIONAL FIRMS

TCC-Chesapeake's Job Referral Office keeps lists of full-time and part-time job opportunities for students. Currently, none of the regularly posted listings are from foreign-owned firms. The office will solicit job listings from all Chesapeake foreign-owned firms and display these listings for

Plans for Change  
Chesapeake Campus

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students. Additionally, printed materials (public relations brochures, annual reports, etc.) will be requested from the businesses and will be available to students in the Job Referral Office.

DATE: To begin in January 1991--to be ongoing

PURPOSES: - To give students easy access to information on jobs available in local international firms

- To encourage students to consider jobs in international firms

- To increase students' awareness of local foreign-owned businesses

- To begin to build relationships between TCC and local foreign-owned firms

NUMBER OF PEOPLE: The Job Referral service is open to TCC students and community members. More than 800 persons are served annually.

COST: None

ACTIVITY 3: UTILIZE LEARNING RESOURCES CENTER

Contact has been made with the Learning Resources Center director and with the librarian to use available display space to highlight foreign cultures. The director will send for posters and brochures from the embassies to be used in the displays. They will be changed as frequently as possible. The librarian will compile a bibliography of resources available in the library on international topics and foreign countries. This bibliography will be made available to students free of charge and will be updated periodically. In addition, the director has been on the alert for new books, AV materials, etc., on global and multicultural topics to order for the future. (Because of budget constraints, no monies are available to order these materials at the present time.)

DATE: To begin January 1991--to be ongoing

PURPOSES: - To stimulate interest in other cultures

- To give students easy access to materials on global issues

NUMBER OF PEOPLE: Available to all TCC students and the community. The Learning Resource Center serves more than 3000 persons annually.

COST: Minimal



Plans for Change  
Chesapeake Campus

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ACTIVITY 4: PERSPECTIVE ON EASTERN EUROPE

Professor Karel Kubis from Charles University in Prague, Czechoslovakia, will be a visiting professor at Tidewater Community College in January and February. He will teach an intensive course on Modern European History at the Virginia Beach Campus. Professor Kubis will make a presentation on the economic and political situation in Eastern Europe at the Chesapeake Campus. Another will be made by Phil Thompke of the Virginia Beach Campus who spent three weeks in Czechoslovakia this past summer.

DATE: January - February 1991.

PURPOSES: - To inform students of recent changes in Eastern Europe  
- To personalize historical events

NUMBER OF PEOPLE: Approximately 200

COST: @\$250.00

ACTIVITY 5: SEMINAR--"WORKING FOR AN INTERNATIONAL FIRM IN HAMPTON ROADS"

One-hour morning or afternoon seminar featuring a panel of human resources professionals from local foreign-owned firms. Discussion will center on how working for a foreign-owned firm differs from working for an American-owned company; what significant cultural differences need to be considered; what training or education would be advantageous for securing a job with an international firm; what students should know if they are seeking such jobs, etc. Possible panel members are representatives from Kasei Virginia or Kasei Memory Products (Japanese); Hoechst Celanese Corporation (German, Portsmouth-based firm); La Farge Calcium Aluminates (French); and/or American GFM Corporation (Austrian).

DATE: February 1991

PURPOSES: - To raise student awareness of what is involved in working in an international firm  
- To give students potential contacts at local international firms (panel members)  
- To begin to build relationships between TCC and local foreign-owned firms.

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Chesapeake Campus

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NUMBER OF PEOPLE: Open to TCC students, faculty, staff, and the local community. Meeting room holds approximately 100 persons.

COST: None

ACTIVITY 6: PERSPECTIVE ON AFRICA

Dr. Daniel C. Littlefield, professor of History, University of Illinois - Urbana, will give two presentations on the African immigration to Northern America. One will be a formal lecture given in the evening; the other will be an informal discussion the next day. An informal coffee will precede the day discussion.

DATE: February 21 and 22

PURPOSES: - To introduce students to African/American history  
- To add a global perspective to Black History Month

NUMBER OF PEOPLE: Approximately 150

COST: @\$600 - \$650

ACTIVITY 7: PERSPECTIVE ON THE MIDDLE EAST

Dr. Charles Smith, professor of history at San Diego State University and currently visiting professor at the University of Virginia, will present a program on the Middle East and particularly the relationship between the United States and the Arab countries.

DATE: March 1991

PURPOSES: - To give students an historical perspective on the Middle East  
- To analyze the current situation in the Middle East

NUMBER OF PEOPLE: Approximately 100

COST: \$400

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Chesapeake Campus

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ACTIVITY 8: PERSPECTIVE ON CHINA

A faculty member from Beijing Broadcasting Institute, China, will be at the Portsmouth Campus as a visiting professor. We hope to have him do one or two presentations on China at the Chesapeake Campus.

DATE: Spring 1991

PURPOSES: - To expose students to Chinese culture  
- To discuss current trends in China

NUMBER OF PEOPLE: Approximately 200

COST: @\$250

ACTIVITY 9: BUSINESS/EDUCATION SURVEY

A business/education survey is being conducted by the Education Committee of the Hampton Roads Chamber of Commerce - Chesapeake. The survey's purpose is to assess local businesses' labor and training needs and to determine their interest in being involved in cooperative activities (or partnerships) with local educational institutions. The survey will be conducted through individual interviews between educators and business representatives. PIE participants and other interested members of the International Educational Committee will interview representatives from foreign-owned firms included in the survey.

DATE: Interviews will be conducted in March and April, 1991

PURPOSES: - To build relationships between TCC and local international firms  
- To determine possible cooperative activities or partnerships that could be built between international firms and TCC

NUMBER OF PEOPLE: PIE representatives; possibly several members of TCC-Chesapeake's International Education Committee

COST: None

ACTIVITY 10: ART AND PHOTOGRAPHY DISPLAYS

The campus will continue to have several art exhibits per year; some of them will be of the works of international artists.

Photography instructor Arden Skelton has suggested a display of the photographic works of an "international" photographer, that is, one who has photographed outside the U.S. The display could be opened with a reception for the photographer who might discuss the social taboos of photographing in other cultures.

DATE: Winter 1991--to be ongoing

PURPOSES: - To expose students to multicultural awareness through the visual arts

- To encourage appreciation of varying art forms

NUMBER OF PEOPLE: The entire student body, staff, and community

COST: @\$750

ACTIVITY 11: INTERNATIONAL CLUB

Due to the limited number of international students at the Chesapeake Campus, the International Education Committee decided not to organize an International Club this year. However, the committee will identify the students of minority background other than Black or Indian American and contact them to determine interest in organizing an International group for the coming year. Other relevant classes will be surveyed for student interest. The Student Government Association will be approached to sponsor such a group. If the interest level seems high, the International Education Committee will meet with students to make plans for having such an organization in the next academic year.

DATE: April - May, 1991 & September 1991

PURPOSES: - To encourage student participation in planning international events for next year

- To organize students with a common interest in international/multicultural education

NUMBER OF PEOPLE: Unknown

COST: None

EVALUATION

After each activity is held, evaluation will be made by those involved in the arrangements. Each activity will be evaluated by the following criteria:

1. When the event was held
2. Number of people participating
3. Cost of event
4. Number of man-hours involved in arranging the activity
5. Reaction from those involved

For those activities that are ongoing, end-of-the-year evaluations will be made as to their usefulness and success, and recommendations will be submitted in regard to adjustments and/or their continuation. The PIE team and the International Education Committee will review all reactions and determine conclusions. Based on these, recommendations for 1991-1992 activities will be made.

PLANS FOR 1991-1992 ACADEMIC YEAR

It is expected that those activities previously listed as ongoing will be continued into the second year of PIE. In addition, the following are tentative ideas:

ACTIVITY 1: FALL ORIENTATION FOR FACULTY AND INTERESTED STAFF

The PIE team will approach the Professional Development Committee with suggestions for the fall orientation. One suggestion is to have a multicultural simulation for faculty and interested staff. Another is to invite a presenter from the PIE Summer Institutes to speak or, if no presenter, to show a video on multicultural differences. Thirdly, the 5 PIE volunteers of 1990-1991 might share their teaching "modules" or "components" with other faculty to promote interest in the PIE project.

DATE: August 1991

PURPOSES: - To make faculty more culturally aware  
 - To stimulate interest in faculty involvement in PIE

NUMBER OF PEOPLE: @60

COST: Approximately \$250.00

ACTIVITY 2: NEW COURSE OFFERING: GEOGRAPHY

A new course, People and the Land: An Introduction to Cultural Geography, will be added to the campus' offerings.

DATE: Fall 1991

PURPOSES: - To add a global course to the offerings  
- To allow students the opportunity to study the many aspects of geography

ACTIVITY 3: MORE PERSPECTIVES PROGRAMS

Based on evaluation of 1990-1991 activities, more presenters will be invited to the campus. Topics will be determined by current world events. Suggestions have already been made to include a Perspective on Africa.

DATE: To be determined

PURPOSES: - To discuss current topics in Africa  
- To broaden students' awareness of African cultures

NUMBER OF PEOPLE: @100

COST: Approximately \$250.00

Another will be a Perspective on Latin America. Experts on Latin America will be invited to present during 1992, and Kathy O'Connor, who lived in Spain for three years and who returned there in the summer of 1988 as a recipient of TCC's Summer International Grant, will do a presentation on the Arab influence in Spain and thus on the New World.

DATE: January 1992 - December 1992

PURPOSES: - To initiate the celebration of Columbus' discovery of the Americas  
- To focus attention on our neighbors to the south

NUMBER OF PEOPLE: @300

COST: @\$500

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Chesapeake Campus

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ACTIVITY 4: PORT OF HAMPTON ROADS

It is anticipated that through contacts made at the 1991 Summer PIE Institute, meetings between PIE representatives and Katherine O'Neal, director of community relations for the Virginia Port Authority, and other VPA officials will be held. This will be a college-wide activity.

DATE: September - October 1991

- PURPOSES:
- To learn about career opportunities associated with international trade and the Port of Hampton Roads
  - To determine possible linkages between TCC and VPA (student internships, tours of facilities, speakers, etc.)
  - To identify contacts at local shipping companies, import/export firms, etc. to begin a network of contacts in international trade

NUMBER OF PEOPLE: Initially, PIE representatives and interested members of the International Task Force of the College

COST: None

ACTIVITY 5: SEMINAR--"CAREER OPPORTUNITIES IN INTERNATIONAL TRADE"

Plans will be made for a seminar highlighting career opportunities associated with international trade. Possible participants might be: representatives from the VPA, a major shipping company, and an import/export firm. Content will be determined after meeting with VPA representatives and others associated with Port activity.

DATE: February 1992

- PURPOSES:
- To increase student awareness of career opportunities in international trade and give students potential contacts in the area of international trade (seminar speakers)
  - To establish ties between TCC and the Port of Hampton Roads

NUMBER OF PEOPLE: Open to TCC students, faculty, staff, and members of the local community. Approximately 100 persons.

COST: None



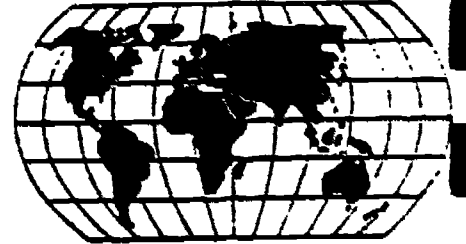
ADDITIONAL SUGGESTIONS FROM FACULTY/STAFF SURVEY

- Highlight a different culture or foreign country at regular intervals and coordinate a speaker, posters, and a social event related to the chosen country.
- Coordinate activities through the Student Government Association or have an International Club.
- Obtain more audio-visual aids for use in the classroom or in the Learning Lab.
- Purchase a satellite dish in order to receive foreign language programming and other global perspectives.

With budget constraints, some of the above may not be possible, but many are. One thing is certain--in order to implement change, it is necessary to have more people involved in promoting it. It is hoped that with the start of such activities in 1990-1991, more "converts" will join the international emphasis team for 1991-1992 and into the future. It is also hoped that through the efforts of this project, our students will be more open-minded to cultural differences and will explore expanding opportunities in a future global society.

# PROJECT INTERNATIONAL EMPHASIS

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CAMPUS CHANGE PLAN  
Virginia Highlands Community College  
1990-1992

Submitted by:

Kate Foreman Alma Rowland  
Kate Foreman (faculty) Alma Rowland (counselor)

Approved by:

N. DeWitt Moore, Jr.  
Dr. N. DeWitt Moore (President)

Date: December 15, 1990

### Rationale

Virginia Highlands Community College is a small rural campus that held its first classes in 1969. Located in a service area which is 97 percent Caucasian, the demographic makeup of our student body reflects that ratio. Likewise our faculty is primarily composed of individuals who were raised and educated in the region. Thus Project International Emphasis is a wonderful opportunity for us to expand our curiosity, interests and knowledge beyond the immediate horizon.

The Campus Change Plan for VHCC was created by the Steering Committee on International Education, appointed this fall in response to PIE's implementation. The list of activities which follows is in no way exhaustive, but does represent a set of coherent projects to which we are committed. Proposed activities are organized by semester through Spring 1992, and Steering Committee members responsible for each activity have been identified. Because PIE is such an enormous undertaking for us, we hope to provide some stability by establishing several international activities which can be repeated each year, or in some cases each semester. Consequently, many activities listed for 1991-1992 are intentionally redundant.

Although we realize that instructional modules (and innovative changes in other classrooms) are at the core of PIE, upgrading faculty expertise in international areas must precede any successful changes in instruction or career counseling. During early discussions about the Change Plan, it became clear that Steering Committee members - most of whom are faculty - felt underinformed about other cultures. Thus educating ourselves beyond our somewhat narrow perspectives is our highest priority. By selecting a theme of "Building a World Perspective", our Steering Committee defines the challenge facing the entire campus, but also allows for input from a variety of sources. Many activities outlined below provide opportunities for professional development among VHCC faculty. We feel this is a required focus in initial attempts to internationalize our own thinking.

Other priorities which emerged this fall were the need to establish international resources already at hand, whether on our campus or in the business community. Surveys of faculty and business expertise in international areas have already been conducted. A campus resource catalog will also be developed in the next two years, primarily for use on campus. In turn we have created several service projects where we are already aware of a deficiency, such as a foreign language translation bureau (see Spring 1992).

Besides establishing a regular calendar for international activities, the VHCC Change Plan builds toward a "study abroad" program in later years. Such an experience - open to VHCC faculty, staff and students - would encourage an international learning community on campus. People who share a positive common experience

often share a positive common energy afterwards, and a desire to recreate that experience for others. This synergy is the basis of PIE's concept and its success so far. We are confident that a similar approach will work for us at Virginia Highlands. The results even to this point are fairly remarkable.

VHCC Steering Committee on International Education (1990-92)

Chair: Charles Owens (Biology)  
 Vice-chair: Brent Joyce (Business)  
 Secretary: Kate Foreman (English/PIE)  
 Alma Rowland (Counselor/PIE)

Ginny Alvis (Computer Information Systems)  
 Moe Curcio (Coordinator of Student and Alumni Affairs)  
 Brett Garland (student)  
 Joyce Lindsey (Secretary, Academic and Instructional Support)  
 Joe Mitchell (Electronics)  
 Dave Smith (Mathematics)  
 Sabre Rowe (student)  
 Rochelle Spratt (Nursing)  
 Carmen Verges (Foreign language)

Ad hoc members: Barbara Chavatel, Supervisor of Instructional Services, Washington County Schools; Jean Luker, Coordinator of Gifted Program, Washington County Schools

VHCC Module Writers for May 1991 Deadline

Ginny Alvis - BUS 100, "Basic Global Awareness with a Business Emphasis"  
 Lois Caldwell - NUR 220, "International Nursing"  
 Van Keyser - ENG 112, "The Australian Bone"  
 Doug Ogle, Charles Owens - BIO 101, "The Natural History of Australia"  
 John Roberts - STD 100, "International Occupations in Technology"

VHCC-PIE Budget for 1990-91

Speakers/lecturers:	\$500
Travel expenses for PIE representatives:	\$450
Travel expenses for student and faculty exchanges:	\$200
TOTAL	\$1150

PIE Activities By Semester  
Fall 1990-Spring 1992

"Building a World Perspective"

Fall 1990

Activity: Briefings of VHCC President, VHCC Board, and VHCC Faculty Senate on PIE Summer Institute and subsequent plans

Date: August-November

Purpose: To develop early organizational support (budget, modules and publicity).

People involved: Kate Foreman, Alma Rowland; Dr. N. DeWitt Moore (President), seven board members, all faculty and administrators

Cost: \$0

Evaluation: Response level of groups listed above.

Activity: Survey of VHCC faculty

Date: August

Purpose: To identify faculty with international expertise, to identify faculty initially interested in PIE.

People involved: Kate Foreman, Alma Rowland, Faculty Senate

Cost: Minimal (xeroxing)

Evaluation: Participant questionnaire.

Activity: Creation of a VHCC Steering Committee on International Education

Date: Appointed in September for two-year terms

Purpose: To recruit energetic faculty and students who will develop and implement the Campus Change Plan for PIE.

People involved: Eight faculty members from across the curriculum, two students, one administrator, one classified staff member, two PIE reps, two ad hoc members from the Washington County Schools

Evaluation: Active participation in creation of Campus Change Plan.

Activity: Two regional meetings of Southwest International Exchange

Dates: September 15, November 3

Purpose: To provide a support structure for developing Change Plans on individual campuses, to generate ideas about regional activities.

People involved: Kate Foreman, Alma Rowland and 12 members from six other campuses in southwest Virginia

Cost: \$0

Evaluation: Plans shared and produced as a result of the meetings.

Activity: Survey of local businesses with international clients or contacts

Date: November (and January 1991)

Purpose: To establish a database of resources for PIE activities, as well as to identify opportunities for expanded course offerings.

People involved: Alma Rowland

Cost: Minimal (xeroxing and postage).

Evaluation: Response rate of surveyed businesses.

Activity: Workshops for students on international careers (STD 100)

Dates: November 6,8

Purpose: To promote student awareness of international career options.

People involved: Alma Rowland, four scheduled panelists from local businesses with international clients/contacts, 45 students

Cost: \$0

Evaluation: Participant evaluation forms.

Activity: PIE keynote speech by Dr. Gary Weaver, American University, "Coping Successfully in a Multicultural World"; a reception followed which was hosted by the Steering Committee

Date: November 9

Purpose: To begin educating and energizing VHCC students, faculty and the local community about tangible international concerns; to plan a joint program with another campus in SIE.

People involved: Coordinated by Kate Foreman and Alma Rowland; Steering Committee; VHCC administrators, faculty and students; attendance of approximately 150

Cost: \$800 (split with Virginia Western Community College, where Dr. Weaver spoke the following day)

Evaluation: Representative sample of written student responses, many of whom attended the speech for course credit.

Activity: Recruit five participants for new modules

Dates: Proposals due December 10; decision made December 11; names sent to PIE office December 15

Purpose: To make sure that PIE activities are grounded in course-work, and to encourage faculty from across the curriculum to participate.

People involved: Kate Foreman and Alma Rowland

Cost: \$0

Evaluation: Clarity and intentions of proposals submitted, variety of curricular areas.

Activity: Develop Campus Change Plan

Date: Work initiated in August by PIE reps, continued by Steering Committee from October-December

Purpose: To establish consensus on VHCC's goals with PIE, to create curriculum-based activities, to identify faculty responsible for implementing activities in the change plan.

People involved: Steering Committee

Cost: Minimal (xeroxing)

Evaluation: Each activity carries a separate assessment exercise. Additionally, year-end questionnaires will be given in 1991 and 1992 to students, faculty and staff. An "umbrella survey" of all PIE-related activities will be given at the end of the grant period to faculty and staff.



Spring 1991

Activity: Provide academic and administrative support to five faculty members developing modules

Date: Modules are due May 1, 1991

Purpose: To create a dialogue between participating faculty, and to assist in their efforts to be innovative.

People involved: Five faculty members, PIE reps, Steering Committee, librarian, audio-visual staff

Cost: Minimal (xeroxing, postage, inter-library loans)

Evaluation: Successful completion by due date; evaluation forms completed by participating faculty and students after the courses are taught.

Activity: Pursue the possibility of developing more grantwriting expertise on our campus

Date: Initiate in January

Purpose: To ease the burdens on the administrator currently assigned to grantwriting and other activities; to generate financial resources for major PIE activities in the future.

People involved: Kate Foreman, Joe Mitchell

Cost: \$0

Evaluation: PIE-related grants written and funded.

Activity: Begin to catalog international resources already available on our campus (slides, videos, books, periodicals, travel souvenirs)

Date: January-April

Purpose: To identify existing materials with which we can build, to avoid duplication of materials, to involve additional faculty members in PIE-related activities.

People involved: Kate Foreman, Carmen Verges

Cost: Minimal (xeroxing)

Evaluation: Checkout lists will be supplied to all faculty and staff having materials they wish to share; comments on the contents of the material will be requested of those who use the materials.

Activity: Investigate the acquisition of English-language foreign newspapers, preferably as in-kind donations from local businesses

Date: Process begins in November 1990 for 1991 implementation

Purpose: To provide a wider range of opinion about international issues.

People involved: Joe Mitchell, Carmen Verges

Cost: \$0

Evaluation: Acquisition of newspapers in-kind will be judged as a success. Specific measurement of increased awareness is probably impossible at this phase, but may register on the year-end or project-end surveys.

Activity: Participate in International Day at VPI

Date: April 4, 1991

Purpose: To expose VHCC faculty and students to multicultural foods, music and arts.



**People involved:** All VHCC students and personnel will be encouraged to attend. Steering Committee members in particular should participate. Coordinators are Ginny Alvis, Brent Joyce, Alma Rowland.

**Cost:** Mileage (Steering Committee carpools will be reimbursed through our local fund established for this purpose); publicity (xeroxing).

**Evaluation:** Coordinators, Steering Committee members and other participants will complete questionnaires to identify the most useful aspects of the event and to make suggestions about future participation.

**Activity:** Schedule a speaker from an embassy in Washington, D.C.

**Date:** Process begins in January

**Purpose:** To build on Dr. Weaver's presentation by bringing a non-Western diplomat to our campus for classroom presentations.

**People involved:** Joe Mitchell Congressman Rick Boucher, Senators Warner and Robb

**Cost:** Up to \$100 is available from our local fund. We hope that the embassy will carry most of the expenses.

**Evaluation:** Participant questionnaire

**Activity:** Schedule classroom presentations on Japanese culture by the visiting professor of Japanese at Southwest Virginia Community College

**Date:** TBA

**Purpose:** To provide students and faculty with a visual and informal cultural experience, to take advantage of an existing but temporary resource person in our area, to establish a working relationship with SVCC.

**People involved:** Alma Rowland

**Cost:** mileage (reimbursed through our local fund)

**Evaluation:** Participant questionnaire.

**Activity:** Meeting of Southwest International Exchange

**Date:** March

**Purpose:** To continue the support structure and information exchange, to consider development of a regional grant request, to continue to define our role as a group.

**People:** 12 SIE' reps

**Cost:** \$0

**Evaluation:** Projects shared and produced as a result of the meeting.

**Activity:** Year-end evaluations of PIE activities

**Date:** May

**Purpose:** To establish benchmarks for measuring change over the life of the PIE grant, to measure awareness and participation of PIE activities to that date.

**People involved:** Steering Committee, Assessment Coordinator, faculty and staff, graduating students

**Cost:** Minimal (xeroxing)

Evaluation: Questionnaires for faculty and staff which will be different from those given to graduating students.

#### Summer 1991

Activity: Educational and social outreach for VHCC-USSR exchange (VHCC students will be going to Soviet Georgia; USSR environmental scientists and government officials will be coming here en route to the Great Smoky Mountains National Park)

Dates: June 15-20, 29-31

Purpose: To support a non-PIE program that has international dimensions; to broaden cultural exposure for Steering Committee members, VHCC faculty and students.

People involved: Neil Murphy (Director of Academic and Instructional Support) is coordinating the exchange; Dave Smith will work to include the Magnet School, Moe Curcio will cook a lasagna dinner, Kate Foreman will host a picnic

Cost: Covered by Neil Murphy's grant for the exchange

Evaluation: VHCC attendees will complete a questionnaire.

#### Fall 1991

Activity: Implementation of instructional modules, where possible

Purpose: To integrate international issues and concepts at the classroom level.

People involved: Five module writers and their students, Steering Committee members as needed, possibly some speakers

Cost: Not yet determined by module writers. Some funds will be available for relevant expenses from the pooling of PIE stipends

Evaluation: Students enrolled in module classes will complete a questionnaire, participating faculty will complete a separate questionnaire.

Activity: Recruit five more faculty to create modules for the 1992-93 academic year

Date: Proposals will be due in early December; final drafts will be due in May 1992

Purpose: To widen the curriculum base of PIE activities, to use "experienced" module writers as recruiters and mentors.

People involved: Established module writers and Steering Committee members will recruit and lend support as needed, PIE reps will select stipend recipients

Cost: minimal (xeroxing)

Evaluation: Clarity and intention of proposals submitted, variety of curricular areas.

Activity: Continue active participation in SIE

Other criteria: Same as for Spring 1991.

Activity: Continue to catalog existing international resources on campus; begin working at the community level if possible

Other criteria: same as for Spring 1991.

Activity: Continue acquisition and circulation of foreign-language

newspapers

Other criteria: Same as for Spring 1991.

Activity: Schedule an embassy representative for a major presentation.

Other criteria: same as for Spring 1991

Activity: Identify an international Sister City or Sister College  
Purpose: To build a base of knowledge on campus about a specific city/country, to lay the groundwork for future travel and exchanges.

People involved: Carmen Verges; Phi Theta Kappa, Quintin Doromal at SVCC

Cost: \$0

Evaluation: Selection of Sister City/Sister College and initial contact made with proper officials.

Activity: Set up student exchanges with NOVA

Date: For exchange in mid-fall

Purpose: To expose VHCC and NOVA students to multicultural differences within our own state.

People involved: Alma Rowland, Joyce Lindsey, NOVA contacts, students from VHCC and NOVA

Cost: mileage, meals, entertainment; students will stay with host families

Evaluation: Participating students will complete a questionnaire.

Activity: Develop a brief in-service program using VHCC personnel, SIE reps and a non-U.S. speaker/presenter

Date: October in-service date

Purpose: To let VHCC-PIE faculty share their experiences with colleagues, to provide a common educational experience for VHCC faculty and staff, to generate interest in maintaining international activities beyond PIE's lifespan.

People involved: Joe Mitchell, Kate Foreman

Cost: Possibly mileage for SIE presenters

Evaluation: Participant questionnaire.

Activity: Offer conversational foreign language for business people

Date: Fall term

Purpose: To provide "real world" language skill development for those who need it, to build contacts in the business community for future PIE activities.

People involved: Carmen Verges

Cost: Usual required for course offerings

Evaluation: Participant questionnaire.

Activity: Continue acquisition and circulation of foreign-language newspapers

Other criteria: Same as for Spring 1991.

Spring 1992

Activity: Continue implementing instructional modules as appropriate

Other criteria: Same as for Fall 1991.

Activity: Submit the next five instructional modules to PIE

Date: May 1992

Other criteria: Same as for Spring 1991.

Activity: Complete the resource catalog and publicize

Date: May 1

Purpose: To share VHCC international resources with campus personnel and members of the community.

People involved: Kate Foreman

Cost: Minimal (xeroxing)

Evaluation: Forms will be attached to each catalog for completion and return to Kate Foreman.

Activity: Participate in International Day at VPI

Date: April (est.)

Other criteria: Same as for Spring 1991, with adjustments made based on event evaluations from that year.

Activity: Schedule an embassy speaker

Other criteria: Same as for Spring and Fall 1991.

Activity: Continue acquisition and circulation of foreign-language newspapers

Other criteria: Same as for Spring and Fall 1991.

Activity: Continue offering conversational foreign language

Other criteria: Same as for Fall 1991.

Activity: Develop a foreign-language translation bureau

Date: Spring term

Purpose: To assist local residents whose first language is not English in their dealings with the courts, social services and medical personnel.

People involved: Alma Rowland, Carmen Verges

Cost: \$0 due to voluntary nature of program

Evaluation: Residents and local professionals who participate in the program will complete a questionnaire.

Activity: Plan a "study abroad" program for the Sister City/Sister College identified in Fall 1991

Date: To implement during the 1993 summer term

Purpose: To create a VHCC-based community of students and staff who prepare, travel and learn together; to generate more ideas and connections for future trips of this nature.

Cost: Undetermined; outside funding will be sought

Evaluation: Participant questionnaire.

Activity: Year-end evaluations of PIE activities

Date: May

Purpose: To measure awareness of and participation in PIE activities for the 1991-92 academic year.

People involved: Steering Committee, Assessment Coordinator, faculty and staff, graduating students

Cost: Minimal (xeroxing)

Evaluation: Self-explanatory.

Activity: "Umbrella survey" of PIE activities (1990-92)

Date: May

Purpose: To measure the impact of PIE on courses, activities and the intellectual/cultural life of the campus.

People involved: Steering Committee, Assessment Coordinator, faculty and staff

Cost: Minimal (xeroxing)

Evaluation: Self-explanatory.

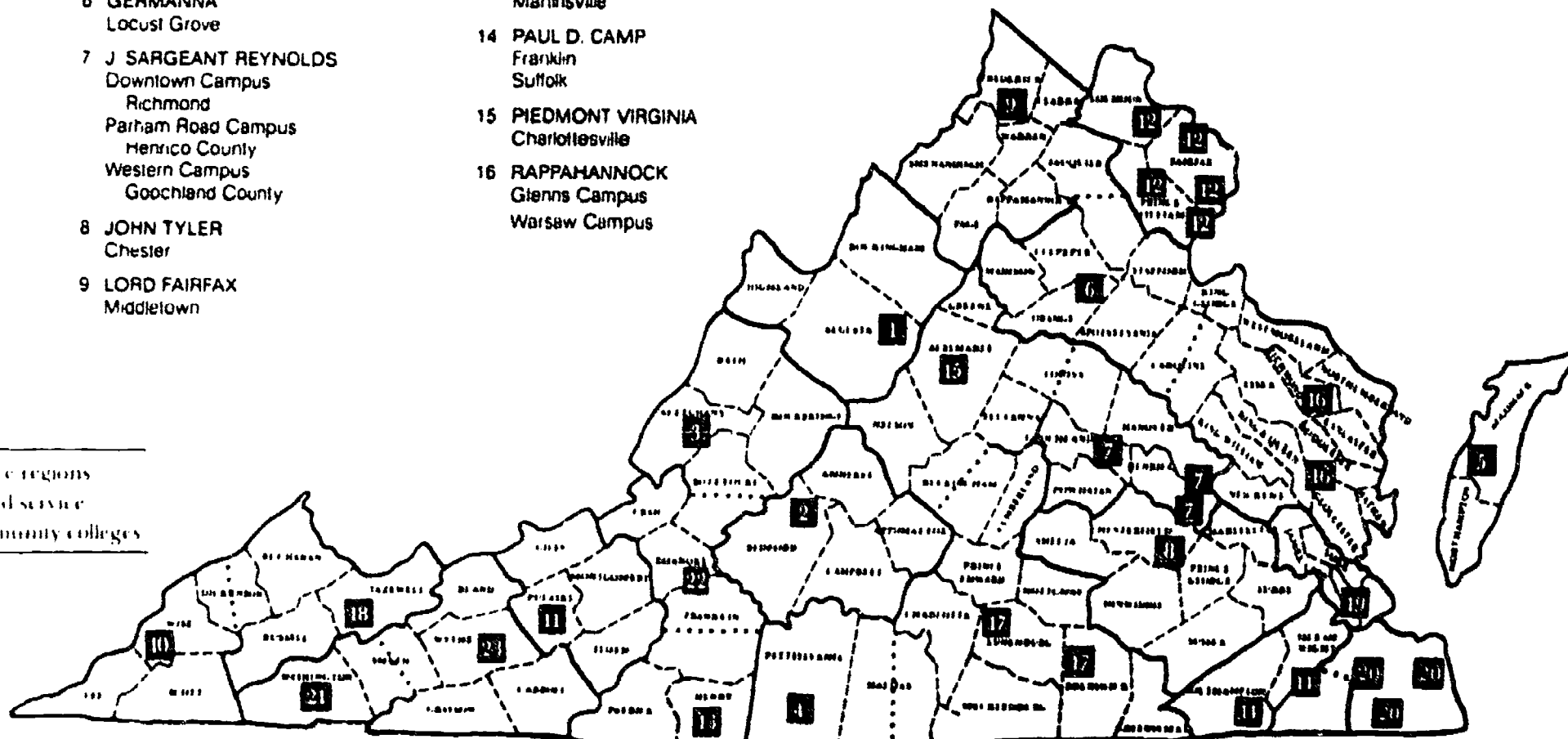


# Virginia Community Colleges

## Locations and Service Regions

- |  |   |  |   |
|--|---|--|---|
| 1 BLUE RIDGE<br>Weyers Cave  | 10 MOUNTAIN EMPIRE<br>Big Stone Gap   | 17 SOUTHSIDE VIRGINIA<br>Christanna Campus<br>Alberta<br>John H Daniel Campus<br>Keysville | 20 TIDEWATER<br>Chesapeake Campus<br>Portsmouth Campus<br>Virginia Beach Campus |
| 2 CENTRAL VIRGINIA<br>Lynchburg  | 11 NEW RIVER<br>Dublin  | 18 SOUTHWEST VIRGINIA<br>Richlands   | 21 VIRGINIA HIGHLANDS<br>Arlington  |
| 3 DABNEY S LANCASTER<br>Clifton Forge  | 12 NORTHERN VIRGINIA<br>Alexandria Campus<br>Annandale Campus<br>Loudoun Campus<br>Manassas Campus<br>Woodbridge Campus | 19 THOMAS NELSON<br>Hampton  | 22 VIRGINIA WESTERN<br>Roanoke  |
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